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ABSTRACT

This report provides a description of the experimental design, including the procedures, instrumentation, and sample, of the Junior High School Management Improvement Study. The research leading up to this study is briefly described along with the conceptualization of the management function of teaching and the development of training manuals for teachers. The hypotheses to be tested are: junior high school teachers provided with the training manual and participating in workshops at the beginning of the school year will (1) exhibit more efective management behaviors, and (2) achieve better managed classes than will teachers who do not receive the manual or attend the workshops. Participants in the research will be approximately 60 junior high/middle school teachers randomly assigned to treatment or control groups. Six appendices, which comprise over three-fourths of the document, contain a table of contents from the manual, workshop outlines and handouts, teacher questionnaires, and observation instruments and guidelines. (MLF)

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The Design of the Junior High Management Improvement Study

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The Design of the

Junior High Management Improvement Study

I. Introduction

The purpose of this report is to provide a description of the experimental design, including the procedures, instrumentation, and sample, of the Junior High School Management Improvement Study (JMIS) which is being conducted during 1981-1982. The JMIS has been designed to test whether classroom management principles and strategies derived from descriptive-correlational research can be implemented by junior high school/middle school teachers and whether such implementation will produce more effectively managed classrooms. Although the design of the study is the primary focus of this report, the research leading up to this year's study will be briefly described, in addition to the conceptualization of the management function of teaching upon which this research is based.

The JMIS is the latest in a series of investigations of classroom management initiated in 1977 by the Classroom Organization and Effective Teaching (COET) project.

The line of inquiry into classroom management was begun because several process-product studies completed earlier by COET (Anderson, Evertson, & Brophy, 1979; Brophy & Evertson, 1976; Evertson, Anderson, & Brophy, Note 1) had identified a variety of teacher behaviors related to classroom management as predictors of student achievement gains. In addition, other research studies had also found management behaviors to be positively associated with achievement gains (cf. reviews by Medley, 1977; Good, 1979). Thus, the current series of COET management studies

is based upon a consistent finding of a classroom management-pupil achievement relationship.

The apparent importance of the classroom management function led to the obvious question of what strategies and activities should be used by teachers to establish well-managed classrooms. When we examined the research literature on classroom management to determine whether an empirically validated basis could be identified for specifying how a teacher should organize, manage, and maintain the classroom, we found results of somewhat limited usefulness. Nearly all of the research had been confined to single lessons, a few days of observation, or had been conducted in only a few classrooms with small numbers of teachers and students. Although some of these research studies (e.g., Kounin, 1970) were of excellent quality and had identified several important teacher variables, longitudinal investigations of management practices, especially those in use at the beginning of the year in large numbers of classrooms, were not reported. Thus, the major question of how to organize and maintain a management system in a classroom for the duration of a school year remained essentially unanswered. Consequently, the COET project undertook a series of studies to address this question, at both the elementary and at the junior high/middle school levels. The latter levels were of particular interest because of the paucity of research available in these settings.

Descriptive-Correlational Studies

COET's first management study was conducted during 1977-1978 in 27 third-grade classrooms and a second study was carried out during the next year in 51 junior high school teachers' classes (math and

English). In both of these studies a similar descriptive-correlational methodology was used. At the beginning of the school year each teacher was intensively observed during the first three weeks, and thereafter at 3- to 4-week intervals. Observation instruments included a variety of high and low inference measures, such as student engagement rates, time logs of activities, ratings of various teacher and student characteristics and behaviors, and extensive narrative notes used to produce typed specimen records from each class. The classroom observation data permitted the reconstruction in great detail of classroom processes, especially those associated with management functions. Pupil achievement (and in junior high school, student attitudes) was measured at the end of the school year. Using as criteria for effective management such variables as rate of student engagement and the level of disruptive or inappropriate student behavior, we found, as had other research, that such criteria predicted student outcomes. In the elementary study, student engagement rates significantly and positively predicted reading achievement gain (adjusted for entering achievement). In the junior high study, the management variables were significantly correlated with achievement gains in math classes and they were significantly correlated with positive student attitudes in English classes.

In order to identify teacher strategies and behavior associated with effective management, several analyses were performed. Correlations between teacher behavior variables and management criteria such as student engagement rate and amount of disruptive behavior were calculated. Also, subsamples of more and less effective managers were identified based upon year-long indicators of effective management.

Then, using both the quantified observational measures as well as the extensive narrative descriptions, additional variables which distinguished more effective managers (especially at the beginning of the year) were identifed.

In general, results from these first management studies indicated that effective classroom managers establish rules and procedures in their classrooms which guide student behavior in a variety of activities. These procedures are carefully taught to students so that they can more readily adapt to and successfully function in their classroom setting. Better managers also are more consistent in their use of the rules and procedures and they communicate them more clearly to students. It appears that the teachers' rules and procedures function as a cueing system, alerting the teacher to and focusing attention upon desired behavior. At the elementary level particularly, the better managers seem to utilize the first several weeks of school for socialization of the children into their classroom setting. Better managers also establish and maintain their management system by clearly communicating it to students, by monitoring student behavior very carefully, and by giving feedback regarding the appropriateness of student behavior. Better managers are more consistent than poorer managers in their responses to student behavior and better managers stop inappropriate behavior quickly when it occurs. The results of the studies are organized and discussed in more detail in the next section and in several reports and articles (Emmer, Evertson, & Anderson, 1980; Evertson, Sanford, & Emmer, 1981; Sanford & Evertson, 1980; Emmer & Evertson, Note 2).

A Conceptualization of the Management Function

The classroom management function of a teacher includes all of the things a teacher must do to promote high levels of student task engagement and to prevent disruptive and other inappropriate behavior in the classroom. This broad definition of classroom management is a major part of the theoretical framework for the COET classroom management studies. Teaching behaviors that contribute to these management goals include many that also serve instructional functions and are not viewed narrowly as concerned only with "student discipline." For example, COET and other research has shown that effective classroom managers organize instruction so as to avoid student frustration and low success rates, minimize confusion and wasted time in the classroom, and do many things that contribute to a classroom climate that is work-oriented, but relaxed and pleasant.

The results of the two descriptive studies indicated that classroom management has several components which must be viewed longitudinally if meaningful prescriptions for teachers are to be derived. In particular, we distinguished three interdependent phases of classroom management: (a) planning rules, procedures, and consequences; (b) implementation during the first weeks of school; (c) using behaviors which maintain the management system. Within each of the three phases are particular activities or behaviors which are identified as associated with better management results. Each of these phases is described briefly below.

Planning rules, procedures, and consequences. This phase is pre-instructional. In it the teacher must identify expected student behaviors in a wide array of contexts such as whole class presentations

or recitations, small group work, individual seatwork, and transition points. Aspects of student behavior which must be considered include student talk, movement about the room, contacting the teacher, and obtaining materials. These expectations must be translated into a coherent, reasonable system of rules and procedures consistent with school-wide expectations. In addition to this system, the teacher needs to identify the consequences of following or not following particular rules or procedures. An important part of the teacher's management planning focuses on a student accountability system, that is, a set of expectations, procedures, and consequences to assure student engagement in and completion of academic activities.

Accountability procedures include such features as work requirements, grading policies, and procedures for communicating assignments, checking work, and providing academic feedback. Within the framework of necessary areas for planning, there is room for variability and for involving students in decision making processes. However, when such involvement is anticipated, it is crucial that the teacher have thought through clearly the expectations for behavior and procedures to be used.

Implementation during the first weeks of school. A major management task at the beginning of the school year is the socialization of children into the classroom setting. Even though general expectations for behavior are fairly well learned by the junior high school grades, each classroom setting is different with respect to many kinds of behavior. The teacher's task is to communicate clearly the behavior expected of students in the areas identified by the system of rules and procedures. This management task is not accomplished in a

day or a period. Rather, effective teachers usually introduce general rules governing behavior during an initial class meeting, but also provide accurate and specific feedback to their students and an ocassional review of particular rules during the first several weeks. At the elementary level, frequent rehearsal or practice is commonly observed. In addition, the procedures needed for various activities are introduced gradually as they are needed, rather than in one or two presentations. These presentations should be as carefully planned as any aspect of instruction; indeed, they are an important part of the content for teaching early in the year and should be treated as such. Age level differences are apparent here with more time required to establish this phase at the elementary than at the junior high level.

Maintaining a system of classroom management. Throughout the year, the teacher's ability to maintain high levels of task involvement and to minimize inappropriate behavior is improved by careful monitoring of student behavior. Having clear expectations for student behavior and a related set of rules and procedures aids the teacher by highlighting certain types of behavior as requiring monitoring. Clearly, management relevant behaviors such as student engagement and inappropriate behaviors cannot be the only things monitored by the teacher, but they are an important subset. Concomitant with monitoring, the teacher also deals with the inappropriate behaviors which are observed. Better managers do not ignore inappropriate behavior or disruptive behavior unless it is momentary and not likely to receive peer support. Instead it is dealt with and terminated promptly. Other skills which help the teacher maintain a well-managed classroom include consistent response to behaviors (i.e., permitting or

restricting the same student behaviors), and clarity in communicating directions and instructions.

Development of the Teacher Manuals

This conceptualization of the management function, as well as results from the first two descriptive management studies (the third-grade COS and the junior high JHCOS), served as the basis for the development of training materials for teachers. These materials consisted of two management manuals, one focused on the elementary school setting and the other focused on the junior high/middle school setting, including related workshop activities. The junior high/middle school management manual's Table of Contents is given in Appendix A. Each chapter describes an important area of management, and the chapters are arranged sequentially to coincide with the planning/beginning of school/maintenance conceptualization. Each chapter contains a description of a management area as well as a supporting rationale. Three chapters contain checklists to aid teachers in their planning. A variety of case study materials, drawn from COET descriptive data, illustrate key concepts and activities. The elementary school management manual, used as part of the 1980-1981 experiment, has the same structure.

Each manual was written during the summer prior to its first use in a pilot study. Prior to the 1980-1981 academic year, the pilot draft was completed, after which five junior high [illegible]hers were provided copies for a field trial. Based on feedback obtained during this field trial, and upon comments obtained from several staff members and outside reviewers, the present version of the manual was completed. The next phase of the COET research program, including the present

study, made extensive use of these management materials in field experiments.

The Elementary School Management Improvement Study

During 1980-1981 the third in COET's series of management studies was conducted. The purpose of the study was to determine whether management materials for teachers, based upon the conceptualization presented in the prior section, could help teachers achieve effectively managed classrooms. To answer this question, 41 elementary teachers (Grades 1 to 6) were randomly assigned to one of two groups. The first group received the manual, Organizing and Managing the Elementary School Classroom (Evertson, Emmer, Clements, Sanford, Worsham, & Williams, Note 3), as well as two workshops at the beginning of the school year. The workshops were based on the manual's contents and were designed to assure teacher understanding of the various concepts and principles described and illustrated in the manual. In order to permit an assessment of treatment effects during the first part of the year, the second group of teachers, the control group, did not receive the materials and workshop until later in the school year. Extensive observations were made in all teacher's classes during the first two months of the school year and later, in January and February. Data obtained during observations included frequency counts of student on-task and off-task behavior in several categories, activity records, ratings of various teacher behaviors, and narrative descriptions of each observation. Data analysis compared the two groups on teacher and student behavior variables. These results indicated that on the average, the teachers who received the manual and workshops at the beginning of the school year, compared to the control group, were able

to implement many of the suggested management activities. Furthermore, the experimental group had better managed classrooms, based upon student behavior criteria such as less inappropriate and disruptive behavior and higher student engagement rates. The effects were consistent across time and persistent in most cases through the observations in January and February.

Summary

Up to this point, the COET management research program has been described, including the initial descriptive-correlational studies, the conceptualization of management tasks, and the field experiment at the elementary school level. With this background as a prelude, we will now turn our attention to the current year's research effort.

II. Statement of the Problem

Previously cited descriptive correlational research indicates an association between the set of teacher behaviors and management effectiveness at both the elementary and junior high school levels. Also, the previously described elementary school management study results provide evidence for the utility of these findings in improving elementary teachers' management effectiveness. These results lead to the general hypotheses tested in the present study, conducted in junior high/middle school grades.

> Hypothesis 1. Teachers who are provided at the beginning of the school year with a manual and workshops whose contents describe effective management behaviors will exhibit more of such behavior than will teachers not receiving the manual and workshops.

The management behaviors referred to in Hypothesis 1 are subsumed within several areas including classroom preparation, appropriate rules and procedures including accountability procedures, consequences,

monitoring, clarity, handling inappropriate behavior, pacing, and adjusting instruction for special groups. Each area is operationalized by measures derived from the classroom observations. The observation procedures are described in a later section.

> Hypothesis 2. Teachers provided with the manual and workshops at the beginning of the year will achieve better managed classes than will teachers not receiving the manual and workshops.

Better management is operationalized in terms of student behavior: higher rates of student engagement in academic tasks, lower levels of disruptive and inappropriate student behavior, and higher levels of student task orientation.

Other Research Questions

The hypotheses described above focus the major research questions which guide the current investigation. However, other research questions will be addressed in this study, and these are briefly summarized below.

1. Will the teacher behavior and activities associated with effective classroom management in earlier research, particularly in the Junior High Classroom Organization Study (JHCOS), also be associated with effective management in the present study? And a related question: What, if any, additional significant aspects of effective management will be identified?

Our data gathering instruments will allow us to measure variables previously identified as important for good management results, so we will be able to test whether these relationships will replicate. In addition, some new variables have been included in the instruments, and others will be generated during the analysis of the qualitative data, so that new relationships may be uncovered.

2. To what extent do the characteristics of effective classroom management generalize across subject areas? This is an important question because most of the junior high classrooms in earlier research were English and math classes. We will have significant numbers of some other subjects represented in the JMIS (e.g., science, social studies), so we can examine this question.

3. How is the management task affected by contextual features of classrooms such as substantial numbers of low ability students or by high heterogeneity, or by differing proportions of minority ethnic group composition? This area has been examined to a limited degree in prior research. The present study will enlarge the data base, thus providing a better grounds for generalizations and recommendations for handling these common contexts, which many teachers find difficult to manage.

4. Are the management materials and workshops effective for teachers who are relatively experienced, but who have experienced problems in the area of classroom management?

Although most of the teachers in our study will be relatively inexperienced (that is, 0 to 2 years prior experience), there will be a subgroup of 10 teachers, half of whom will be assigned to the experimental group, who are identified by their principals as needing help in management. Although the sample size is small in this subgroup, we will be able to get an initial estimate of whether this type of treatment can be beneficial for this class of teachers.

The data analyses, both quantitative and qualitative, which will be used to test these hypotheses and explore the research questions stated above will be described in a later section.

III. Design and Methodology

A. Sample

Junior high/middle school teachers in two school districts in two large Southwestern cities will participate in the study. Both school districts serve pupil populations with a range of socioeconomic status and racial/ethnic backgrounds. One, District A, will have eight participating junior high schools in Grades 7 and 8. In the second, District B, six middle schools (Grades 6 to 8) will be included in the study. Teachers will be volunteers, identified prior to the beginning of the school year as having from 0 to 2 years of teaching experience in a variety of subject areas: English, reading, mathematics, Special Education (Resource), social studies, science, business, speech, and homemaking. Approximately 50 such teachers will be included in the sample, or about 25 from each district. In District A, an additional 10 teachers who have more than 2 years of prior teaching experience will be included also. These teachers will be nominated for participation by their principals on the basis of a need for assistance in the area of classroom management.

Recruitment of the teachers will take place beginning approximately 2 weeks before the start of the school year and the week before the teachers are scheduled to report back to school in each district. Contacts with the teachers will be made by telephone and all relevant details will be explained. Records will be retained so that the number and characteristics of eligible teachers who decline to participate can be ascertained.

B. Treatment Design

1. Treatment/Control group formation. Using lists of eligible teachers provided by each school district, teachers will be randomly assigned to each group with the following provisions.

Within each school district the sample will be stratified by years of experience.

Within years of experience, teachers will be paired according to subject taught and/or school whenever possible, and then one member of each pair will be randomly assigned to the experimental group and the other to the control group.

The selection process will take place in several stages, as more teacher names are verified as eligible for the study.

The above procedure will result in a random process for assigning teachers to the two groups, while providing for equivalence between the groups according to years of prior experience, subject taught, and school assignment.

2. Description of the treatment.

a. MANAGEMENT MANUAL

The major treatment component is the teachers' use of the management manual, Organizing and Managing the Junior High Classroom (Emmer, Evertson, Clements, Sanford, & Worsham, Note 4). The manuals will be given to participating treatment teachers after they give their consent to participate in the research and 6 to 7 days prior to the first day of school. Teachers will be requested to read the entire manual, but to give special consideration to Chapters 1 through 5 which are most pertinent to planning and establishing a good system of management at the beginning of the year. The Table of Contents from

the manual is reproduced in Appendix A. (Readers wishing to obtain a copy of the manual should contact the COET Project Director.) The extent of teacher use of the manual's suggestions will be ascertained through a questionnaire, an interview, and by observation of two classes taught by the teacher.

b. WORKSHOPS

Treatment teachers will also attend two 3-hour workshops. The first workshop will take place before the beginning of the school year and a second workshop (a booster) will take place after the year begins. In District A, the beginning of school workshop will be held 6 days prior to the first class day; in District B, the first workshop will take place 2 days before the first day of school. In both districts, the booster workshop will be held 3 weeks after school begins.

The workshops will be organized to support the use of the management manual, rather than for the introduction or presentation of management strategies not included in the manual. The beginning of year workshop will include an introduction and explanation of the project, including the objectives of the workshop, followed by a review of the manual's contents. Approximately 2 hours of this workshop will be spent in small group discussions. Groups of six to eight participants, led by COET staff members, will discuss various portions of the manual. The areas emphasized will be room arrangement and preparation, planning rules and procedures and consequences, first-week activities, and some basic management behaviors, such as monitoring. These are the topics which occupy Chapters 1 through 5 of the manual. The group discussions will include an examination of case studies,

checklists, and recommendations which are presented in the manual. Teacher questions will be encouraged, as will their suggestions, comments, and experiences with particular management tasks. The workshop will also include a whole-group discussion and critique of a case study of a new teacher's first class meeting. A more detailed outline of the workshop activities and handouts are included in Appendix B.

The booster workshop, held three weeks after school begins, is designed to encourage the use of those portions of the management manual concerned with maintaining their management system. In the booster workshop, the major activity will take place in small groups of about six to eight teachers led by COET staff members, with discussion centered on eight problem situations. These common management problems are presented in brief case study form. The teachers will read the case studies, discuss procedures for handling the problems, and identify specific recommendations drawn from the manual. The purpose of the activity is to use the manual in a problem-solving format and to address common management problems in the areas of monitoring, accountability, and maintaining task involvement, with some emphasis placed on working with low-ability students and with heterogeneous classes. Again, the group discussions will encourage teacher questions, comments, and sharing of strategies for dealing with the various problems posed in the short case studies. A brief outline of the booster workshop and copies of the case studies are shown in Appendix C.

After the workshops are over, COET project staff will record departures from the planned activities. However, our experience with

conducting similar workshops with the previous year's study and in other inservice settings suggests little likelihood of a significant deviation from the scheduled events.

c. CONTROL GROUP PROCEDURES

The control group will not receive the management manual or associated workshops during the course of the study. However, at the conclusion of the observation period in March, all control group teachers will receive a copy of the manual and a workshop designed to give them information about effective management strategies.

All teachers in both groups will receive a $50.00 honorarium to compensate them for time spent in interviews, completion of questionnaires, and workshops.

C. Data Collection

1. Observation schedule. Each teacher will be observed in two classes chosen by the project staff. In schools in which pupils are grouped into homogeneous classes (that is, ability tracks) in particular subjects, selected classes will consist of middle and low-ability tracks whenever possible. During the first five days of school, one class per teacher will be observed on three to four occasions, including the first school day. During the next seven weeks, both classes will be observed once per week. These observations will allow us to determine immediate effects of the treatment on teacher and student behavior and will provide additional data on teacher behavior and management effectiveness. Follow-up observations to monitor long-term effects will be conducted from January to March, during which period teachers will be observed on four occasions in each of two previously observed classes.

Observations will be made by a team of trained observers. Except for reliability checks, only one observer will be present in a class at a time. However, observers will be assigned to teachers so that a given teacher will be observed by at least two, and usually more, observers during the course of the study.

2. Questionnaires. Each treatment teacher will complete two questionnaires. The first questionnaire is designed to assess the extent of the teachers' use of the management manual, as well as their perception of its value. The assessment is made separately by chapter, to permit differentiation according to topic. This questionnaire will be completed after the third week of school. A second questionnaire, designed to assess the teachers' comprehension of classroom management strategies, will be administered at the end of the booster workshop. The control group teachers will complete the questionnaire at the end of the study. This questionnaire consists of seven open-ended questions to which the teacher writes responses. The responses will be scored using QSORT techniques. Previous experience with similar procedures indicates a high reader/rater reliability can be achieved with this procedure. Copies of the questionnaires are provided in Appendix D.

3. Interviews. At the end of the data collection period in March, each experimental teacher will be interviewed for approximately 1 hour. The interview will be used to obtain the teachers' retrospective perception of the manual and workshops, including areas of strength and weakness. We will also determine the amount of use of the manual after the booster workshop and ask the teacher to identify aspects of management which he or she felt were inadequately treated.

The interviews will be content coded in order to identify major themes describing the teachers' reactions to the treatment procedures and materials, and their current concerns regarding management.

4. Observation instruments. During each classroom observation, the observer will use three distinct instruments to collect data. The instruments will allow assessment of a variety of variables related to the treatment. In addition, the instruments will provide extensive descriptive information about the classroom setting, teacher and student behaviors, and activities. In addition to providing information needed to test the major research questions, this information will be valuable for exploring new research questions, generating other variables, and for case study materials.

a. CLASSROOM ACTIVITY RECORD (CAR)

This is a handwritten document prepared by the observer during each observation. The purpose of the CAR is to provide a record of class time use, instructional activities, and important aspects of class behavior. Each page of the CAR consists of (a) an ID field, (b) four columns for coding activities, recording elapsed time in each activity, noting SERs, and recording time points, and (c) space for recording descriptive notes of activities and behavior. Usually, an observation generates about seven to ten pages of descriptive information. Observers are trained to record events pertinent to instructional features, teacher and pupil behavior, procedures and rules, and other aspects of management. Contextual features, such as class composition (distribution of ethnicity and sex within class), interruptions, or unusual events are also noted. A sample page from a CAR is shown in Appendix E.

b. STUDENT ENGAGEMENT RECORD (SER)

A record of on-task behavior will be made during each observation. Beginning at a randomly determined minute during the first six minutes of observation and thereafter at 10-minute intervals, the observer will count the number of students who are appropriately engaged at that time. Students are classified as on task in academic or procedural activities, or as off task (sanctioned or unsanctioned), or in dead time. Because the rate of student engagement is used as a criterion for effective classroom management, its reliability is important. In addition to reliability checks during training, approximately 25 paired reliability observations will be done in the field. Because student engagement rates will be made at the rate of about five per period, this will provide about 125 separate paired assessments of this measure. Previous experience with this observation procedure has indicated good inter-observer agreement and stability across observations. The SER form is shown in Appendix E.

c. COMPONENT RATINGS

At the end of each observation, the observer will complete a Component Rating form (Appendix E) which provides assessments of a variety of teacher and student behaviors pertinent to classroom management tasks. Scales on the Component Ratings are grouped into several major areas: instructional management, room arrangement, rules and procedures, meeting students' concerns, managing pupil behavior, teacher response to disruptive and inappropriate behavior, classroom climate, and some miscellaneous areas. Within each area are several scales, each of which is defined in behavioral terms in an observer's manual. Many of these scales are keyed to recommendations in the

management manual, so that an assessment of the degree of implementation of many of the management strategies can be obtained in each observation. A special set of scales will be used during the first week of observations, in addition to the regular Component Ratings. These Addendum scales (included in Appendix E) are designed to measure aspects of management most likely to be observed in the early days of the school year, and which were emphasized as important in the management manual.

The Component Ratings, a modification of similar instruments used in our previous management studies, were designed to assess a wide variety of behaviors. Their revision for this year's study took into account the setting (junior/middle school grade levels) and the need to assess implementation of the recommendations in this year's management manual. Experience with earlier versions of the Component Rating scales indicates that good observer agreement and stability across observations can be achieved as long as several observations can be made of the same teacher. That is, a single observation is not sufficient for an accurate assessment of most behaviors or characteristics. However, multiple observations, particularly as many as will be collected in the JMIS, will yield an average rating of higher reliability. Inter-observer agreement on the Component Ratings will be assessed during the 25 paired reliability observations. Intra-class correlations will be computed for each variable to provide an estimate of reliability. In addition, stability or generalizability of each variable across the observations and observers will be calculated using the total data set.

IV. Data Analyses

A. Test of Hypotheses and Research Questions

In this section, each hypothesis or research question will be restated and the proposed analyses will be described.

> Hypothesis 1. Teachers who are provided at the beginning of the school year with a manual and workshops whose contents describe effective management behaviors will exhibit more of such behavior than will teachers not receiving the manual and workshops.

Each major area (usually a chapter) in the management manual will be assessed by one or more variables drawn from the Component Ratings and/or from a content analysis of the Classroom Activity Records. (For more information about the analysis of the CARs, see p. 26 ff.) For example, the area of Developing a workable set of rules and procedures is measured, in its several aspects, by Component Ratings 3a, 3b, 3c, 3d, and 3e; aspects of the area of Planning activities for the first week is assessed by the Component scales 4a, 4c, 8a, and Addendum Component scales 1, 2, 3, 4, 5, and 6; and so on for each of the areas. Within each area, variables which are correlated at moderate to high levels will be combined into composite scales. Each individual or composite variable will be used as a dependent variable in a factorial analysis of variance. Independent variables in each ANOVA will be (a) treatment versus control, (b) years of prior teaching experience (that is, 0, 1, 2, more than 2), and (c) time of year (first week, Weeks 2 to 4, Weeks 5 to 8, January through March). The third variable is, of course, a repeated measures variable. These analyses will determine whether a treatment effect takes place on each dependent variable in question and also if it is general over years of experience and time. If interactions are detected, they will be evaluated by tests of simple

effects. In addition, preliminary analyses will be run with school district as a factor; if, as expected, no district effect occurs, subsequent analyses will ignore the factor.

Hypothesis 2. Teachers provided with the manual and workshops at the beginning of the year will achieve better managed classes than will teachers not receiving the manual and workshops.

The measurement of management effectiveness will be in terms of student behavior. Several measures will be used, including the average proportion of students coded as on task in academic or procedural activities on the Student Engagement Record, by the average level of disruptive and inappropriate behavior (Component variables 6a and 7a), and by the task-orientation of students (Component variable 8b). Statistical procedures will be the same as those used to test Hypothesis 1.

Research question 1. Will the teacher behavior and activities associated with effective classroom management in earlier research, particularly in the Junior High Classroom Organization Study (JHCOS), also be associated with effective management in the present study? And a related question: What, if any, significant additional aspects of effective management will be identified?

Several analyses will be used in addressing questions in this area. Criteria for effective management will include on-task proportions, level of inappropriate behavior, disruptive behavior, and student task-orientation. Predictor variables will be drawn from the Component Ratings and from variables generated from the content analysis of the Classroom Activity Records (discussed below). Correlations will be computed for the total sample between the predictor and criterion variables, and the results will be compared

with results from our earlier descriptive-correlational research. Relationships which do or do not replicate will then be identified, as well as new relationships not identified or tested in earlier research. In addition, subgroups of more and less effective managers will be identified in the sample, based on management criteria. These teachers' classroom behaviors and activities will then be compared in order to provide additional descriptive information. Also, sample teachers who are outstanding with respect to particular management functions will be identified and their CARs used to generate descriptive case studies.

Research question 2. To what extent do the characteristics of effective classroom management generalize across subject areas?

Our prior classroom management research at the junior high level was conducted in mathematics and English classes, so establishing generalizability to other subject areas is important. In subject areas where we will have reasonable sample sizes, most likely in social studies and science, separate correlational analyses will be undertaken to determine if similar patterns of relationship between predictor variables and management criteria are found. If different variables seem important in the various subject areas, then the Classroom Activity Records will be used in an attempt to describe the unique management tasks faced by teachers in the different subject areas.

Research question 3. How is the management task affected by contextual features of classrooms such as substantial numbers of low ability students or by high heterogeneity, or by differing proportions of minority ethnic group composition?

Various contextual features of the observed classrooms will be identified. In District A, arrangements have been made for access to standardized achievement test scores, so that entering achievement levels of students in the 72 observed classes (36 teachers x 2 classes per teacher) will be available. These data will be used to assess the average ability level of each class and the extent of heterogeneity within each class. In addition, the racial/ethnic composition of each class and the teacher sample will be available from the observation data. These composition variables will be used in multiple regression analyses to determine whether and to what extent they contribute to the prediction of management effectiveness, and whether they affect the nature of the relationship between predictor variables and management criteria. If significant context effects are found, then subgroups of teachers will be identified with varying levels of the contextual feature in question. These teachers' CARs and other data will then be used to describe the nature of the effects and to provide descriptive case studies of classes in which teachers deal effectively with classes of varied composition.

Research question 4. Are the management materials and workshops effective for teachers who are relatively experienced, but who exhibit problems in the area of classroom management?

The subgroup of 10 experienced teachers who are identified by principals as needing assistance in classroom management are of special interest. Other analyses (Hypotheses 1 and 2) will have identified whether a significant interaction occurs between experience level and the treatment control dimension. If an interaction occurs and if a simple effects test indicates that the group of more experienced

teachers demonstrates different effects than the other groups, then further analyses will be undertaken. Observational data will be used to describe the observed management deficits and strengths of these experienced teachers, and questionnaire and interview data will be examined carefully to attempt to identify why a differential effect may have occurred. Variables drawn from the questionnaire and interview will be analyzed separately for this group and the results will be compared to the total sample. Because the number of these teachers is small, no definitive statement will be possible. However, tentative recommendations will be made regarding the treatment of these teachers' management problems.

Qualitative Data: Analysis of the Classroom Activity Records

1. Content coding of the CARs. A content coding procedure will be developed for analysis of the CARs. A sample form, being used in the analysis of qualitative data from last year's experimental study at the elementary level, is shown in Appendix F. It is anticipated that a similar form will be developed for the JMIS study, although certain variables and categories included will be altered in order to fit the particular context of the junior high school setting and the management recommendations made in this year's study. The content coding form includes rating scales and checklists of behaviors. These will be used by readers to classify a set or subset of the Classroom Activity Records for a teacher. In addition, readers provide summary descriptions of the basis for their judgements or classifications for each item. The choice of items for content coding will be based on several considerations. Some areas will be included because they are not assessed in our other observational instruments. Certain aspects

of classrooms cannot be identified in single observations, but can be assessed when narrative data from a series of CARs is available. Other areas for content analysis will be chosen because they will help confirm or disconfirm the importance of particular variables. Finally, some areas will be included simply because one or more of the research staff thinks they might be important, or because other research or theory has suggested their importance. Consequently, although the CAR analysis can be confirmatory in hypothesis testing, it is not viewed as a static procedure, but rather as something more organic and serendipitous. Prior to the use of the content analysis procedures, reader reliability will be verified by multiple codings of the same sets of Classroom Activity Records.

2. A second use of the CARs is as a basis for exemplary case studies. We will make systematic notes during our other analyses of the CARs, whenever a teacher or classroom appears to provide particularly good examples of dealing with certain management problems or contexts. These notes will then be used in the preparation of subsequent training materials for dissemination.

3. A further analysis uses the CARs as a basis for identifying additional important concepts or to explore research questions whose components are complex or not clearly delineated. This type of analysis normally requires identification of particular teachers or classrooms which provide good examples of the classroom context or variables in question. The analysis proceeds by individual researchers carefully reading and reflecting on the narrative material, perhaps in conjunction with other observational data available on the classes or teachers in question. This type of exploratory analysis is often a

first step toward subsequent conceptualization of a problem or research question, and it will be used as a part of the process of addressing the research questions and hypotheses described earlier in this section.

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APPENDIX A

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from

Organizing and Managing the Junior High Classroom

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APPENDIX B

Beginning-of-school Workshop

Outline and Handouts

OUTLINE OF THE JMIS TEACHER WORKSHOP, AUGUST 1981

(5 min) As teachers arrive, give them the half-sheet Concerns Questionnaire and ask them to take a minute or 2 to complete it.

I. Introduction and stage setting

15 min

A. Introduce the project and study.

(Something like, "The project that you have agreed to participate in is being conducted by the Classroom Organization and Effective Teaching Project at the Research and Development Center at the University of Texas at Austin. The Research and Development Center for Teacher Education is a federally funded research center that has been studying effective teaching for many years. For the past five years our project has been focusing on classroom management, because research done at our center and other research centers in the country showed that effective classroom management is a very important, necessary part of good teaching. Not only is classroom management clearly related to student learning gains, but also it is an area in which many teachers have concerns and want more information. I want to tell you a little more about the research background for this particular study, but first I'd like to take time for everyone to get introduced.")

B. Introductions

COET staff members introduce themselves and give some information about the part they will play in the study this year, and teachers introduce themselves and tell their subject area and grade assignment.

C. Describe the JHCOS very briefly.

1. What we set out to learn.

2. What we did---groups formed and compared.

3. What we learned---importance of the beginning of school; effective teachers all did certain things. We put what we learned that year into this manual.

D. Purposes and goals

1. Purpose of the study this year: To find out if a manual such as this can be helpful to teachers in organizing their classes, getting a good start in the school year and maintaining it throughout the year.

2. The goal of this study and the similar one we did last year at the elementary grade levels is to improve teacher education, as well as to provide validated materials for teacher in-service (most teachers tell us that they received little help in classroom management in their pre-service training).

3. We have good reason to think that the study will be very successful and that participation will be a helpful experience: CMIS and pilot results good.

7 min

E. Read the First Day Scenario.

Introduce it with the explanation that it is based on real classes taught by new teachers and that most teachers have some good ideas about what to do in class at the beginning of school but sometimes have trouble carrying them out. At the end, tell teachers that we will be coming back to this example at the end of the workshop and we would like to hear their comments then.

7 min

F. Pass out the manuals and introduce contents.

1. Note three color pages and types of contents.

2. Everyone turn to Table of Contents. State that the objective of the workshop today is to highlight those areas of the manual which will probably be most important and most useful to teachers now before school starts, but also to make teachers want to read the whole manual. For example, we won't look at Chapters 7, 8, and 9 much today although these chapters contain much information that is important and useful and that should be included in teachers' planning. At the second workshop after teachers have had a chance to read all the manual we will focus more on these other chapters. We will spend the rest of the workshop today looking at the material in the manual that pertains to three things: planning classroom procedures and rules, planning activities for the first week of school, and managing student behavior effectively.

30 min

II. Planning classroom procedures and rules

A. Survey teachers to see who has their room all arranged and who has not.

Show the teachers that in Chapter 1 there are guidelines and a checklist that will help them in arranging their classroom space if they have not done so already, or that will help them in evaluating their arrangements so far.

B. Planning procedures and rules

1. Introduce this section with a reference to our research findings that show that more effective teachers are generally those who think about classroom procedures in some detail, etc.

2. Point out the main headings in the "Procedures" chapters, pp. 25-31. Then go over Checklist 2, mentioning some guidelines and suggestions as you go. Ask teachers to discuss any areas that they have had problems with, have questions about, or would like to share interesting ideas for. Then do the same thing with Accountability procedures, pp. 48-53, and Checklist 3.

3. Rules---Define rules as on page 19 and state some general guidelines like recommended number of rules and finding out about school rules (p. 20).

4. Ask teachers to quickly look over the five rules that are on page 32-33 as examples of common rules in junior high classes.

(1 hr 4 min elapsed) 5. Ask teachers to state rules that have worked in their classes or in other classes they have known. Discuss.

15 min (BREAK)

20 min III. Activities for the First Week of School

A. Start this section by emphasizing the goals for the first week of school as on page 81.

B. Ask teachers to look at the list of first week considerations on pages 82-83. If beginning class routines did not get discussed in the procedures discussion, discuss it now. See if teachers have any ideas to share about good warm-ups or other beginning routines. Call attention to the index here where page numbers are listed for nine different examples of beginning class in this manual.

C. Ask teachers to turn to page 84 and 85, "The First Day."

Just mention that there are suggestions for what to do before the bell (a), how to introduce (b), and administrative tasks (c), and teaching rules and procedures (d). Show the case study on p. 35.

D. Planning a content activity for the first day

1. Call teachers attention to the remaining first day components on page 87 and through 89 sections E and F. Quickly state for them the main guidelines for choosing an initial content activity.

2. Ask teachers for suggestions of content activities that have worked for them or others. (Explore the ides of combining a content activity with a student-qet-acquainted activity?)

E. Show case studies on pp. 93-100 that illustrate what 2 effective teachers did in the first 3 days of school.

20 min

IV. Consequences and Monitoring

A. Ask teachers to read the scenario on page 101.

Note that our research findings have indicated that most junior high school students are relatively subdued and well-behaved during the first days of school, but that inappropriate behavior may begin in the second and third weeks of school or sooner if teachers do not take active steps to maintain good management.

B. State three keys to maintaining:

1. Talk about monitoring---go over some tips.

2. Talk about stopping inappropriate behavior.

a. Cite consistent research findings about the importance of stopping inappropriate behavior quickly.

b. Discuss guidelines about what inappropriate behavior can be ignored, page 107.

c. Go over four simple ways to handle inappropriate behavior, page 106.

3. Talk about consequences:

a. Go to "Consequences" Chapter on page 67. Explain that this chapter is near the front of the book because of its importance in planning before school.

b. Point out two important things about this chapter:

(1) Consequences includes both rewards and penalties.

(2) This chapter includes examples of common consequences, but we are not suggesting that teachers should use any particular one. Two important considerations: follow school guidelines, talk to experienced teachers on their campuses.

c. Ask teachers what deterrents and/or rewards have worked best for them or for other junior high school teachers they know.

15 min

V. Critique of first-day scenario. Pass out copies of the first day scenario which was read to teachers at the beginning of the workshop. Ask them to comment on and critique it in light of what we have gone over today.

15 min

VI. Closing

A. Restate objectives of this workshop.

1. We hope that the workshop has "inspired" them to read the whole manual as soon as possible.

2. We hope that this meeting has been helpful to them as they develop or polish up their list of procedures, rules, and consequences.

3. We hope that the workshop will help them to develop a detailed game plan for the first week of school.

B. Review what they can expect in participating in the JMIS.

1. They will have an observer in one of their classes on the first day of school and once or twice again during the first week.

After the first week they will have an observer in one of their other classes also, at about one observation a week in each of the two periods through October. In January and February, 1982, observations will continue on a reduced basis, at about one in each of the two class periods every other week.

2. Observers will be unobtrusive, etc. Describe how to introduce them if they want to. They will have several different observers during the study. Observers do not know which teachers have the manual or what is in the manual.

3. Teachers will receive schedules of all the observations. Teachers should call us if there is any problem with the scheduling. Show schedule change form and explain how it will be used. (Make sure teachers have our phone numbers in writing somewhere when they leave the workshop.)

4. Describe communication with principals. Observation information is confidential.

5. We will be contacting them soon about the second workshop. We hope that they will have had a chance to read all of the manual at their leisure before the second workshop. Now ask teachers to look over the Concerns Questionnaire we asked them to complete when they arrived. Put a star by anything they feel we have not addressed today (or add more things if they wish). We will consider these things in our planning for the second workshop. Take up questionnaires.

6. Explain that there are other teachers in their school who did not get the manual yet, but who will be observed, etc.

7. We will contact them in the spring to arrange for an interview on their campus at their convenience. We will ask for feedback on manual and workshops. They will receive their $50 honorarium shortly thereafter, in March or April.

8. Answer questions, if any.

(2 hrs 29 min elapsed)

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NARRATIVE SYNOPSIS

First Day of School in a Seventh-Grade Class

Before the tardy bell rings, the teacher stands outside of the room, monitoring hallway traffic. Students enter the room talking loudly as they choose their seats. When the bell rings, the teacher enters the room and closes the door. She asks the class if they are all in the right room: "Is anyone not sure this is the right class?" No students respond. The teacher's name is written on the front board.

The teacher says, "All right, let's assign seats." She calls off the students' names that she has on the list, and she indicates seats in alphabetical order. Students grumble but they are orderly as they follow the teacher's directions for new seating. A student arrives late, and the teacher changes the seating of some students to retain alphabetical order. About this time, an embarrassed student approaches the teacher and admits that he seems to be in the wrong class. He leaves. Another tardy student arrives. The teacher asks this student simply to take the last seat.

The teacher leads a short discussion about why class rules are necessary. She ends the discussion with, "Even though they are necesary, I know you don't like having them, and I don't either. I wrote some of them here." The teacher has six rules listed on the blackboard:

1. No gum chewing.
2. Be in your seat when the bell rings.
3. Bring materials to class.
4. No abusive language.
5. I dismiss you, not the bell.
6. Do not touch the teacher's things.

The teacher briefly explains what each rule means. Some students call out comments or questions, which the teacher answers.

Then the teacher announces that they will fill out some information forms. Students groan. One student asks if he can sharpen his pencil. The teacher says, "Yes," and this question reminds her of a requirement she has not mentioned yet. She tells students they must always use pencil in this class. Meanwhile, about eight students have congregated at the pencil sharpener. The teacher passes out index cards and begins to dictate what students are to list on the card while several students still wait to sharpen their pencils. Her instructions are interrupted by two students who do not have pencils. The teacher gives one a pencil, and arranges for the second student to borrow a pencil from another student. Then she continues with her directions. She tells students to list their name, address, phone number, birthday, names of parents or guardians, and some other information about their home or family. The process is slow, and there is occasionally confusion. A student calls out, "This could go on and on, couldn't it?" The teacher ignores the remark. The

teacher has students pass the cards to the front of the row, but one student fails to do so. The teacher discovers this when the student waves it in the air, and takes up the missing card.

The teacher tells students to get out a sheet of paper. She begins to explain the assignment (amid some talking), which is to write an essay about what they want to learn in this class (a mathematics class). Most students settle down to listen but directions are interrupted when a student calls out, asking what heading to use on their paper. The teacher tells students to put their name, the date, and the period number at the top of their page, and then she continues with some brief directions about what to write. "What do you really want to get out of this class? Decimals?" She gives an example about the importance of decimals in buying a car. Students call out questions and requests for help with spelling to which the teacher responds. On the board, the teacher lists some words that students request. Students get to work but, because requirements for length and content are unclear, almost half the class finishes very quickly. Some students begin to talk and wander around while the teacher is circulating trying to help those students who are continuing to work on the task.

After about 6 minutes, the teacher stops everyone and has students trade papers. She asks some students to read what others have written. This activity does not work as the teacher had planned. Students are not attentive, and some ridicule what others have written. The teacher promises that she will teach them anything they want to learn this year, adding that they will be learning decimals and place values. Loud groans greet this remark. The teacher ignores the groans and has students pass their essays forward. There is some loud talk and wandering while the class waits for public address announcements to come on. The teacher tries to learn students' names and get acquainted with individuals in the class. When the announcements come on, students are quiet at first and then one student walks up to the teacher to ask a question. The teacher quickly answers the student's question, but, seeing that other students are beginning to talk and that another girl is approaching her desk, the teacher interrupts announcements to tell students that she expects them to be quiet and to listen during announcements.

When the public address announcements are over, the teacher tells students what to expect on the following day and practices learning more of their names. The bell rings, and the students rush for the door as the teacher talks with one student who has come up to her desk with a question.

APPENDIX C

Booster Workshop

Outline and Handouts

Junior High School
Classroom Management Improvement Study (JMIS)
Booster Workshop Outline

Time	Activity
8:45 - 9:10	Get acquainted time. Rolls, coffee, etc.
9:10 - 9:25	Introduction. Welcome and thanks for participation. Explanation of the purposes of the morning workshop. Schedule of activities.
9:25 - 10:15	Small group discussions of scenarios. a. Behavior - Barb b. Instruction - Julie
10:15 - 10:30	Break
10:30 - 11:20	Continuation of small group discussions of the scenarios.
11:20 - 11:30	Wrap-up.
11:30 - 12:00	Questionnaires.

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PROBLEM: TRANSITIONS

Mr. Miller feels that too much time is wasted in his 7th grade class while students get settled after class changes, get supplies ready, or change from one activity to another. While the teacher deals with students' problems, makeup work, or questions at the beginning of class, students talk and begin to play around or wander. Then it takes some time to get their attention and get class started. Also, in activity changes during the class period, students sometimes delay activities while they sharpen pencils or borrow supplies. Trading papers to check work in class usually results in some confusion or hassle.

Mr. Miller has already spoken with his class about the problem, and has reminded them of the rules for sharpening pencils immediately upon arrival and taking seats before the bell. He tries to enforce these two rules, but he is also required to monitor the hall. What else can he do to cut down on wasted time?

Where to Look in the Manual

Transitions: pp. 144-145
Transition Problems and Suggestions: pp. 146-147
Monitoring: pp. 103-105
Stopping Inappropriate Behavior: pp. 105-106
Beginning Class Routines: p. 138

Some Specific Suggestions

Don't do anything that interferes with your ability to monitor during these class changes. Stand near the door at the front of the room. Be visible.

Use established routines as much as possible for beginning and ending lessons, passing and collecting papers or supplies, and exchanging papers to grade. Monitor to be sure students follow established routines.

Use an academic warmup as part of your beginning class routine. Warmups consist of short written assignements or review materials, or other relatively easy tasks, such as math drills, review problems, composition practice, grammar drills, scrambled sentences to copy and decode, sentences or verses to copy and complete, etc. Usually these are put on a chalkboard or an overhead transparency, and students must complete the task in a set period of time from the beginning of class (usually 5 minutes or less). Warmup activities MUST be checked and graded regularly.

Teach students exactly what behaviors you expect during transitions: voice level, pencil sharpener, procedures for passing papers, ready signals.

Have all teacher materials ready before transitions.

Don't allow "come ups" during transitions.

Begin seatwork together as a class. Do the first problem together.

Monitor at the beginning of seatwork assignments to be sure everyone gets a good start.

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PROBLEM: "PROBLEM" STUDENTS

Ms. Jones is especially concerned about two students. Greg does very little work, even when the teacher helps him get started and sees that he understands how to proceed. Greg tends to spend most of his time watching other students. He just shuffles his paper when told to get to work and shrugs when asked where his work is when it is due. Joe, on the other hand, manages to get most of his work done, but in the process he is constantly disruptive. He flirts and teases the girls sitting around him, keeping them constantly giggling and competing for his attention. Joe makes wisecracks in response to almost everything Ms. Jones says. When confronted by her, he grins charmingly and responds with exaggerated courtesy, much to the delight of the rest of the class.

In her efforts to improve the boys' behavior, Ms. Jones has talked privately with both of them. She moved Greg's desk closer to her own, to make it easier to watch him and keep him on task. She has moved Joe's desk away from his friends' several times, but he seems able to stir up excitement wherever he sits. Despite Ms. Jones' efforts, these two students continue to pose particular problems. What else can she do?

Where to Look in the Manual

Maintaining your management system: pp. 101 - 108
Chronic work avoidance: pp. 109 - 110
Habitual rule-breaking: pp. 110 - 111

Some Specific Suggestions

Greg

1. Seat Greg where he can be monitored easily.

2. Whenever possible, break up the assignments into parts for Greg to prevent the possibility of his feeling overwhelmed. Have him show you two or three completed problems after 5 minutes, two or three after the next 5 minutes, and so on. At first, the teacher should initiate these checks until Greg assumes the responsibility. During the year, gradually increase the number of problems required and the length of time between checks. Offer a bonus of 5 minutes of free time at the end of the period when he gets the required number of problems completed up to that point.

3. Tell Greg that for each time you notice that he is working steadily without your prodding, he will earn 1/2 minute free time at the end of the period to sit quietly or do any activity you have provided for students who finish their work early. Each time you do see him working, record the time which he has earned and tell him how much he has up to that point. (This probably should not exceed 4 to 5 minutes.) Be sure to notify him in time for him to enjoy his earned free time.

Joe

1. Seat Joe completely away from students, with his face to the wall or behind a screen. After a week, if his behavior has improved, work out a system in which he can earn his way back to the class with one full period of completely appropriate behavior; let him remain with the class only so long as his behavior is completely appropriate.

2. Set specific consequences for his turning around, speaking out without permission, and making inappropriate comments; follow through in carrying these out consistently.

3. Consequences for his breaking the rules may include such things as having to wait in his seat 1 minute after the class leaves for the next period, sitting in the hall to do his work, or a certain number of demerits that result in detention or being sent to the office.

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PROBLEM: IMPROVING CLASS BEHAVIOR

Ms. Johnson is concerned because no matter how hard she tries to follow through with classroom behavior requirements, her students continue to talk loudly, call out, leave their seats, argue with their neighbors, and write notes. Within one class period, she wrote seven students' names on the board for talking, after having warned them several times to stop; she moved one boy to a seat by her desk for clowning around and making other students giggle; she warned one girl twice about giving answers to other students; and she threatened to send two boys to the office for wandering around the room, bothering other students. She decided that she needed to stop giving so many warnings before following through on consequences. What else would you suggest that Ms. Johnson do?

Where to Look in the Manual

Developing a Workable Set of Rules and Procedures: pp. 27, II.1
pp. 28, II.6

Consequences: pp. 67 - 75

Monitoring Student Behavior: pp. 103 - 105

Handling Inappropriate Behavior Promptly: pp. 105 - 108

Consistent Use of Consequences: pp. 108 - 109

Some Specific Suggestions

Monitor the class constantly, with the goal of anticipating and preventing misbehavior before it occurs.

Give no more than one warning before following through with the stated consequences.

Make sure that students have enough work to do, that they understand exactly what to do and can do it, and that they know what specific things they are to do after they finish their work.

Structure some class time for student discussion.

Whenever possible, statements about behavior should be work-related and positively stated:

> "You need to be working Problems 6 though 15. That involves no talking."
>
> "After you have turned in your assignment, you may read your library book or work on an assignment from another class."
>
> "If you are having problems with this assignment, raise your hand and I'll come to your desk."

Decide what minor inappropriate student behavior should be ignored.

Be sure that stated consequences are appropriate to the behavior and that you can and will carry them out consistently. Include positive consequences for appropriate behavior in your list of specific consequences.

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PROBLEM: STUDENT BEHAVIOR IN A LOW ABILITY CLASS

Mr. Oliver is concerned about student behavior in his lower ability class. Several students are always late coming in. Others frequently forget their books, paper, pencils, assignments, etc. During content presentations, students call out answers or comments, some leave their seats to throw away paper or sharpen their pencils, and there is frequently chatting and note writing. During seatwork assignments, students work the first problem or two while teacher is watching, but then turn to their neighbors as soon as he turns his back to work with individual students. He tried to establish order by using a "fine" system, in which students had to write out and turn in definitions or problems if they were caught in inappropriate behavior. This system had worked well with his average classes, but in his low class he found he was constantly handing out fines, and was unable to keep track of whether they were turned in. What other ideas could Mr. Oliver try?

Where to Look in the Manual

Lower Ability Groups: pp. 151-159
Maintaining Your Management System: p. 103-112
Developing a Workable Set of Rules and Procedures: p. 2-34
Work Requirements: p. 49, d-h
Communicating Assignments: pp. 50-51
Consequences: p. 67-80

Some Specific Suggestions

Reward compliance with procedures by awarding points toward grades. Give students points, checks, or stars daily for having appropriate materials, being in their seats ready to work when the bell rings, and staying on task throughout the period.

Have students keep a record of materials and assignments they will need to bring to class. Stand at the door during the passing period and remind students of what they will need for class. Post what books and matertials will be needed beside or above the door so that students can see it while walking in the hall.

Have students bring pencils and paper to leave in your clasroom so that they will always be available. Have students label the writing implements and keep the paper in a folder with their name and class period.

Keep a supply of pens or pencils on hand for emergency loans, but impose some penalty (demerits, fines, or detentions) when students have to borrow supplies.

Before content presentations, remind students that you will call on students to answer and that you will not accept call outs except when you signal it. One signal you could use is to touch your ear for an oral response. Another signal you could use is to say the word, "Class." A signal must be taught to students.

Remind students that you will not allow anyone out of his/her seat without permission; you will allow time for throwing away paper or pencil sharpening after the presentation.

Stop inappropriate behavior during presentations by reminding students of the procedure or rule. If the behavior persists, impose a penalty.

Circulate during content presentations and seatwork activities. Try to walk by every student in the room. Look at every student's paper to be sure s/he is working on the right assignment and doing it correctly. Do not stay too long with any one student. If a student needs additional help, have him/her come with you to a table or desk where you can see all of the students in the classroom. Frequent circulating should tend to discourage note writers and talkers.

Keep a clipboard with you at all times with student's names entered on a seating chart. It will be easy to glance at the chart to make a mark when a demerit or fine is assigned for inappropriate behavior by a student. The location on the chart will ease the problems of trying to remember names. If the marks are made in pencil, they can be erased after the tally is transferred to a grade book or the fines are counted.

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PROBLEM: HETEROGENEOUS CLASSES

Never before has Ms. Rogers had to deal with students of such different entering achievement levels in her 7th grade class. She feels frustrated in her efforts to provide instruction at appropriate levels for some students several years below grade level and others above grade level. The brightest students finish seatwork way ahead of the rest of the class, while the slowest students seldom successfully complete an assignment.

So far Ms. Rogers has tried two things. She decided to provide extra credit activities for students who finish work early, and she began to help slower students individually more often during class and after school. Both of these steps seem to help, although each also created some management problems. What additional things might Ms. Rogers do.?

Where to Look in the Manual

Teaching Heterogeneous Classes: pp. 159-167
Adjusting Whole Group Activities: pp. 160-162
Using Small Group Instruction: pp. 163-166
pp. 171-172 (Case Study)
Student Accountability for Work: pp. 47-65

Some Specific Suggestions

If you have one or two students who are especially likely to have trouble with whole class assignments, place these students where you can easily keep an eye on them during instruction and seatwork. As soon as you have given seatwork instructions to the whole class and you have monitored to be sure they have begun work, check with the slower student(s) privately to go over instructions again or modify the assignment, as needed. If there are more than two such students, treat them as a small group.

Enrichment or extra credit materials for students who finish class work early should be work-related activities that will not distract other students. Set up a system for giving feedback, credit, or recognition for completion of enrichment activities.

Be sure to involve all students in the class when leading a discussion or recitation session. Use some system to be sure each student has opportunities to participate frequently.

Include some activities that can be done together as a whole class but at different levels by different students, e.g., Common Factors Drill, writing assignments.

If the above suggestions are not sufficient for a given class, use small group instruction for part of your course work. Plan and teach procedures for group work carefully.

If you establish two or three work groups in a class, try to plan some seatwork assignments so that there is a basic assignment that all students do, then additional activities at appropriate levels for each group.

When using differentiated assignments, make adjustments in your grading system so that lower ability students can get satisfactory grades.

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PROBLEM: TEACHING LOW-ABILITY CLASS

Sometimes Ms. Porter feels that the students in her low-ability second period class are either unwilling or unable to learn anything. Many seem apathetic; they won't even try. Most have short attention spans and seem to require constant individual assistance.

At the beginning of the year, Ms. Porter assumed that she would teach her low-ability section much as she would the other classes, except for using a slower pace, with more practice and drill for the students in the lower-ability section. After several weeks of school, she realized other adjustments would have to be made as well. She began showing students exactly what to write down for notes during teacher presentations, and she began asking more frequent, simple review questions in class to hold students' attention and help them learn. These measures helped, but many students still don't complete their work successfully. What are some other adjustments Ms. Porter should make in her low-ability section?

Where to Look in the Manual

Lower Ability Groups: pp. 151 - 158
Case Study: pp. 169 - 170
Pacing: pp. 148 - 149
Examples of Incentives and Rewards: pp. 79 - 80

Some Specific Suggestions

Spend more time actively teaching the class as a whole, and less time helping students individually during seatwork.

Get frequent work samples, written as well as oral, from students in lower-ability classes.

Use systematic turns to insure frequent oral participation from all students.

Provide as much structure for classwork and homework as possible. Begin all assignments in class as a group. Use dittos or worksheets that lead students through tasks in a step-by-step fashion with frequent, short, written responses.

Break class periods up into a series of short tasks, with some accountability for each.

Emphasize daily grades, and provide frequent feedback to students about their daily grades.

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PROBLEM: MISSING ASSIGNMENTS

At the beginning of the year, students in Mr. Hope's classes almost always completed assignments promptly. However, after the first few weeks of school, incomplete and missing assignments began to occur with increasing regularity. When Mr. Hope asked why they did not complete assignments, some students claimed they did not know what they were supposed to do. Others complained that when they worked at home, they couldn't remember what to do. This surprised Mr. Hope because students did not seem confused nor did they ask questions when he gave the assignments in class.

In an effort to encourage more diligent behavior, Mr. Hope reminded his classes that each homework assignment was to be kept in a notebook. This was to be turned in at the end of the grading period, and the notebook would receive a lower grade if assignments were missing. He also started listing assignments on the board to help students remember them.

These measures seemed to help for a few days; however, the rate of incomplete or missing assignments soon escalated.

What are some other ideas this teacher might consider trying in order to improve student performance?

Where to Look in the Manual

Student Accountability: pp. 48 - 53
Consequences for Accountability Procedures: pp. 71 - 72
Communicating clearly: pp. 126 - 128

Some Specific Suggestions

Wait for all students' attention before beginning to give instructions.

After giving instructions, ask a student (one who may need help) to repeat the instructions.

Quiz the class about what they are to do, rather than only inviting questions.

Immediately after giving instructions to the whole class, go over them with the slower students, either individually or (if there are more than two) in a small group.

Watch all students' faces carefully while you give directions. Look for signs of confusion, inattention.

Do a few problems (questions) with the class. Show them exactly how their papers should look. (An overhead projector works well for this.)

While you watch the class, have everyone head their papers and do one or two problems. Announce the answer(s). Ask for a show of hands. Work the problem(s) on the board quickly.

Don't go to your desk. Circulate and look at every student's paper.

For long-term assignments, such as notebooks, inspect them frequently. This can be done while you monitor seatwork. Also, post a list of required parts, sections, steps, and so on, for such assignments.

When a student begins to skip assignments, call his/her home and enlist help from the parent(s).

Be sure to leave enough time in class for students to begin and to complete part of each assignment before taking it home. Then you'll be able to note immediately and to correct widespread confusion.

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PROBLEM: IMPROVING INSTRUCTIONAL CLARITY

In Ms. Carpenter's class there almost always seems to be some students who don't understand presentations or assignments and who need a lot of reexplanation. While she is lecturing, she is continually asked a lot of questions about what students should write in their notes. When an in-class assignment is made, she finds herself answering a lot of questions about information she has just covered in the lecture. Sometimes she has to reexplain parts of the lesson to the whole class. Always there are some students who finish very quickly, others who seem to dawdle, and some who simply have trouble finishing the assignment. As a result, there is usually not enough time to complete the assignment and check it before the end of the period. In an attempt to avoid the problems associated with note taking, she decides to write important information on the chalkboard during the lecture. What else can Ms. Carpenter do?

Where to Look in the Manual

Illustrations of Clear and Unclear Instruction: pp. 123-124
Step-by-Step Guidelines for Clarity: pp. 126-128
Monitoring: p. 51
Organizing Instruction: p. 137-143
Pacing: pp. 148-149
Teaching Heterogeneous Classes; pp. 159-167

Some Specific Suggestions

While lecturing, let students know what they are expected to write in their notes by underlining important points as they are written on the chalkboard, or by listing them on an overhead projector transparency. Another way of structuring their note taking would be to give students an outline of important areas, with space for them to take additional notes.

Be sure that overhead projector transparencies can be seen by every student in the room. Standard typewriter print cannot be read from the back of the room.

At the end of presentations, always restate or quiz students on important points. Be sure students know what the main points, or objectives, of the lesson are.

During content development, obtain frequent work samples, e.g., have students do problems, sentences, or answer questions. Circulate during these times, looking for areas of confusion, common problems which arise, and students who are not participating. Based on the feedback from these samples, adjust instruction by either slowing down or speeding up the presentation or by repeating areas where there is confusion. If work samples are used throughout the presentation, there may not be a need for an in-class assignment everyday.

Reconsider the amount of information being presented in the class. Perhaps it would be better to present less information so that there will be sufficient time to check an in-class assignment prior to turning students loose on a homework assignment.

Be sure complex lessons are broken down into smaller, easier to understand steps or parts.

If it becomes apparent during the work samples that some students still do not understand, have them join you in a small group after the general presentation. In this group you can review the points of the lesson and answer their questions. If it's only one or two students, seat them close to the front where you can get to them easily during or after a presentation to check how well they are doing.

Circulate while students are doing seatwork assignments. Check to be sure they are working on the assignment, they are doing the assignment correctly, and they are using their time wisely.

Tell students how long the assignment should take. Warn them when there is about one minute until time to check it.

APPENDIX D

Teacher Questionnaires

Your comments about the manual, Organizing and Managing the Junior High Classroom, will be greatly appreciated. We will use this information to revise the manual to make it more useful for teachers in the future. Please look through each part of the manual and, for each chapter, circle the number of the appropriate answer below. (Please circle only 1 number for each chapter.)

How Useful Did You Find the Suggestions In Each Section?

	Not useful; not appropriate or practical for my class.	Slightly useful. I used one or two suggestions.	Moderately useful. Used some of the suggestions.	Useful and helpful. I used many of the suggestions.	Very helpful and useful. Having this material made a positive difference in my class.
Chapter 1 Organizing for the Beginning of School	1	2	3	4	5
Chapter 2 Developing Rules and Procedures	1	2	3	4	5
Chapter 3 Student Accountability	1	2	3	4	5
Chapter 4 Consequences	1	2	3	4	5
Chapter 5 Planning Activities for First Week	1	2	3	4	5
Chapter 6 Maintaining Your Management System	1	2	3	4	5
Chapter 7 Instructional Clarity	1	2	3	4	5
Chapter 8 Organizing Instruction	1	2	3	4	5
Chapter 9 Adjusting Instruction for Special Groups	1	2	3	4	5

How Much Did You Read or Study the Contents of Each Section?

	None, or very little.	Had time for only a quick overview of all or most of it.	Read it carefully once. Did at least some of activities.	Read it more than once. Did most activities.	Studied this part carefully. Did activities. Reviewed it after school started.
Chapter 1 Organizing for the Beginning of School	1	2	3	4	5
Chapter 2 Developing Rules and Procedures	1	2	3	4	5
Chapter 3 Student Accountability	1	2	3	4	5
Chapter 4 Consequences	1	2	3	4	5
Chapter 5 Planning Activities for First Week	1	2	3	4	5
Chapter 6 Maintaining Your Management System	1	2	3	4	5
Chapter 7 Instructional Clarity	1	2	3	4	5
Chapter 8 Organizing Instruction	1	2	3	4	5
Chapter 9 Adjusting Instruction for Special Groups	1	2	3	4	5

Additional Comments:

Name_____

Management Questionnaire

Instructions: Please respond to each of the following seven questions about classroom management. Use about 4 or 5 minutes per question.

For some questions, you may feel that there is more than one appropriate course of action, depending on circumstances. Feel free to note alternatives where these seem appropriate.

1. In your opinion, what are the most important things to plan for or think about to get the school year started off right?

2. What would be a typical lesson plan for the first day of school in one of your classes? (Assume a class period of at least 45 minutes. Be brief: List major headings and activities only.)

3. What do you believe are the most important rules for your classroom? What would happen to the student who did not follow the rule?

Rules	Consequences for Not Following Rule

4. A teacher friend complains that too much of her class time seems to be wasted while students get settled after class changes, get supplies out, sharpen pencils. Then there is roll call, announcements, and paperwork to do. There seems to be little time to teach. What would you suggest?

5. A teacher finds that at the end of the grading term, many students have significant numbers of overdue or missing assignments. What suggestions would you make in order to avoid this problem in the future?

6. A teacher friend complains that his students continually make errors because they do not seem to listen to or follow directions. What advice would you give your friend to improve these students' performance?

7. After the first month or so of the school year, Ms. Smith notices that one of her classes is proceeding downhill. Once attentive students now frequently chatter during whole class lessons and it has become very difficult to get the class to settle down for seatwork assignments. Occasionally, paper wads are thrown around the room and boisterous behavior is gradually becoming frequent. What might Ms. Smith do to re-establish a better learning environment and how could she prevent a reoccurrence of these problems in the future?

APPENDIX E

Observation Instruments

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GUIDELINES FOR JMIS CLASSROOM ACTIVITY RECORD

The purpose of the Classroom Activity Record (CAR) is to provide a record of class time use, instructional activities, and important aspects of class behavior during each observed class meeting. Each page of the Classroom Activity Record consists of: (1) an ID field, (2) four columns for coding activities, recording elapsed time in each activity, noting SERs, and recording time points, and (3) space for recording descriptive notes of activities and behavior.

Completing the ID Field

The ID field at the top of the Classroom Activity Record should correspond exactly to that on the Student Engagement Rating form for the same observation. Complete Teacher Number, School Number, Subject Number, and Observer Number blanks using the code numbers that have been supplied to observers. In the Period Number blank, indicate which of the teacher's class sections was observed. The Date should be the date the observation was made. In the Number of Students blank, the observer should record the total number of students in attendance in class during the observation. This number should include late arrivals and early departures. In the Number of Adults blank, record the number of adults simultaneously instructing or in charge of students for any major part of the class. For example, if both the teacher and an aide or Student Teacher are interacting with, instructing, or actively monitoring students for all or part of the class period, the number of Adults recorded would be "2." If the teacher is in charge of the class for half of the period, however, and then leaves and another adult is in charge of the class for the rest of the period, the Number of Adults

would still be "1." In the Grade blank, record the official grade level of the class.

Activity Codes and # Minutes

There are thirteen categories of classroom activities. These are the same categories used for SERs. Whenever an activity begins, the appropriate code should be noted in the Activity Code column. The beginning time should be noted in the Time Points column. When the activity category changes again, the new Activity Code and Time Point should be noted and the elapsed time spent in the first activity should be noted in the # Minutes column immediately beside the first Activity Code and Time Point notation. No activity should be recorded until the class actually begins or the bell rings to signal the official beginning of the class. At the end of the class, write "bell" or "dismissal" in the Activity Code column to indicate the end of the final activity. Record the time of this ending in the Time Points column. NOTE: Activity Code and # Minutes columns can be completed after the fact, using Time Point notations and Descriptive Notes. Activity Codes are described below.

Description of Activity Code Categories

Code No.	Explanation
1	Content Development: Teacher presentation of content. Includes lecture, demonstration, explanation of academic content. May also include some questioning or comments from students, but the main function of this activity is informing students, introducing new material, or reviewing previously introduced material. Students engaged in this activity should be counted in the On-task, Academic categories.

Code No.	Explanation
2	Content Development: Recitation/Discussion. Includes questioning of students by the teacher. The function of this activity is to provide students practice of skills or review of material. This category might also include short written tasks, as when teachers ask students to work one problem at their desks to assess understanding during a content development activity. To be included in "Recitation/Discussion," written tasks or other seatwork must last less than 3 minutes. This code could also include a content-oriented game or board work actively involving most of the class. Students engaged in this activity should be counted in On-task, Academic categories.
3	Individual Seatwork. Students are working at desks individually. This code includes warm-up activities that are content-centered. Brief directions for seatwork or short teacher interruptions of seatwork to explain or clarify directions should be left in seatwork time unless they last more than 1 minute. If during a content development activity the teacher assigns a written task, the written task should be coded as "Seatwork" if it lasts 3 minutes or longer. Students engaged in this activity should be counted in the On-task, Academic categories.
4	Tests. Anything called a test, quiz, readiness test, or assessment. Students work independently. Students engaged in this activity should be counted in the On-task, Academic categories.
5	Pairs or Group Seatwork. Group projects, experiments, small group tasks. Teacher circulates or monitors from desk. Students engaged in this activity should be counted in the On-task, Academic categories.
6	Student Presentation. One or several students present to the class for more than 1 minute. The presentation is planned ahead of time rather than in response to a direct teacher question as in recitation. Students engaged in this activity should be counted in the On-task, Academic categories.

Code No.	Explanation
7	Small Group Instruction. Teacher works with a group of students (3 or more) for more than 1 minute while the rest of the class is in seatwork. This category takes priority over all others, e.g., don't code seatwork for the other students during this period. Students engaged in this activity should be counted in the On-task, Academic categories.
8	Procedural/Behavioral Presentation. The teacher presents or reviews classroom procedures or rules. This code should be used any time the teacher institutes and explains classroom procedures or rules governing student behavior. It should also be used when the teacher gives the class extensive feedback on their behavior, or discusses problems relating to student behavior in class, or students' following of classroom procedures. Students engaged in this activity should be counted in the On-task, Procedural categories.
9	Procedural/Administrative Routines. This code can include roll call, announcements, opening or closing routines (unless academic content is involved), giving directions for assignments (if over 1 minute), discussions of grades, distributing graded papers, recording grades in class, and changing seating. These activities must involve most of the students. For example, if roll call or distributing graded papers involves only the teacher and one or two students, while most of the students are doing seatwork, the "Individual Seatwork" code (3) should be used. Students engaged in this category should be counted in the On-task, Procedural categories.
10	Checking. Going over homework problems, a quiz, or assignment for the purpose of checking/grading it in class. Little or no teacher explanation or review is entailed. The teacher or students announce answers or write them on the board or overhead transparency. Students engaged in this category should be counted in the On-task, Procedural categories.

Code No.	Explanation
11	Transitions. Activities entailed in changing from one activity to another. Includes getting supplies, passing papers, waiting for everyone to get ready, quiet, or find the place. Activity codes for "Transitions" should not be noted in the Classroom Activity Record when the transition lasts less than 1 minute. Students engaged in this activity should be counted in the On-task, Procedural categories.
12	Non-academic Activity. Games, discussions, TV, not related to content of the class. Students engaged in this activity should be counted in the Off-task, Sanctioned category.
13	Dead Time. Two-thirds or more of the class have no assigned task; students are just waiting. Students falling into this category should be counted in the Dead Time category.

Noting SERs

Whenever a Student Engagement Rating is completed, record the number of the SER in the SERs column directly opposite the time notation and corresponding Descriptive Notes.

Noting Time Points

Observer should record times in the Time Points column as frequently as possible. At a minimum, times should be noted to correspond to every SER and Activity Code change. In addition, times should be noted for changes of topic, changes of instructional groupings, and major changes of teacher activities during students' eatwork.

Descriptive Notes

The Descriptive Notes should describe generally what the teacher is doing and what the students are doing, the general topic of study and topic changes, and levels of student cooperation, participation, and

extent of work avoidance. If small group instruction is used, the number, size, and activities of the different groups should be briefly described. The notes should have a whole-class focus, that is, they should describe activities of the class as a whole rather than providing details about only one or several students. However, to the extent that time allows, the observer should describe problems, sources of problems, or outstanding teacher or student behaviors that would markedly affect any of the Component Ratings. For example, instances of teachers monitoring student work or behavior, inconsistent behavior management, giving academic feedback, or rewarding students for academic performance should be described. Studying the guidelines for Component Ratings will help increase awareness of what events should be described. A brief description of the general classroom appearance and arrangement (teacher's desk, students' desks, posting of rules and assignments) is desirable. The observer should not try to describe the classroom in great detail or record all interactions verbatim. Rather, the objective of the descriptive notes is to produce a coherent and readable record of major classroom activities.

In making the Descriptive Notes the abbreviations listed below may be used. Because readability is of first importance, other abbreviations or shorthand devices should not be used unless they are defined in the notes.

T	Teacher	OP	Overhead projector
S	Student	B	Boy
Ss	Students	G	Girl
bb	Bulletin board	=	Equals
cb	Chalk board	~	About, approximately
w/	With	hw	Homework
#	Number	bk	Book
Q	Question	assgn	Assigrment
PA	Public address (announcement)	info	Information

Checking the Classroom Activity Record

Before turning in the Classroom Activity Record for an observation (along with the SERs and Component Ratings) CHECK IT CAREFULLY for accuracy, completeness, and readability. Clean it up, add information, or make clarifying notes as needed. The following steps should be followed in checking every Classroom Activity Record before it is turned in:

1. Check the ID field on every page to be sure that all blanks are complete and that the ID fields on all of the pages are uniform.
2. Make sure you have not left off any Activity Codes and that the codes used are accurate for the activities described in the notes.
3. The number of minutes beside each Activity Code must equal the difference between the beginning time for that activity and the beginning time noted for the next Activity Code in the column.
4. Be sure all SERs are noted.
5. Make sure that for each coded activity the Descriptive Notes indicate what the students are actually doing and the location and activities of the teacher.
6. Check to see that the ending of the last activity is indicated by the word "bell" or (in cases in which activities continue and class is not dismissed until after the bell) "dismiss" in the Activity Code column.
7. Be sure ending time is noted in the Time Points column.

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JMIS Classroom Activity Record

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Teacher # 02 Period # 3 School # 06 Subject # 2 Date 5-12-81

# of SS 15 # Adults 1 Grade 8 Observer # 11 Page 1 of 5

Activity Code	# Min	SERs	Time Points	Descriptive Notes
			10:46	Before bell, T stands outside door, directing traffic and talking in a cheerful manner.
13	2		1047	Bell rings. T loudly announces she will return in a minute. Must check other T's class. Leaves. 15 Ss in room. Many stand, chat. No assignment given or on board.
11	4		1049	T returns, calls Ss by name, telling them to get in their assigned seats. All are seated by 1050. T tells them to get out homework for checking. Lots of student talk. T calls Eric's name several times. She stands at front of room near her desk, giving directions for passing papers (Students are scattered because of many absentees today). T reminds and
		1	1052	warns Joe for talking. Moderate level of talk as students exchange papers. T begins calling answers
10	4		1053	for checking at 1053. Ss listen, check, are quiet. At least 4 Ss have no paper, idle. Several request repeats, raising hands.
9	2		1057	A/A end, callouts and some talk. T tells how much to take off. Has to help several compute grade

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JMIS Classroom Activity Record

Teacher #_____ Period #_____ School #_____ Subject #_____ Date_____

# of SS_____ # Adults_____ Grade_____ Observer #____ Page___ of ___

Activity Code	# Min	SERs	Time Points	Descriptive Notes
				1.
				2.
				3.
				4.
				5.
				6.
				7.
				8.
				9.
				10.
				11.
				12.
				13.
				14.
				15.
				16.
				17.
				18.
				19.
				20.
				21.
				22.
				23.
				24.
				25.

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Guidelines for Using JMIS Student Engagement Ratings

At 10-minute intervals, the observer should complete a Student Engagement Rating (SER). This consists of two kinds of information about the classroom context at the time, a rating of student success, and a count of students who can be classified in each of eight different categories of engagement. The observer should use the sequence of Random Numbers (at the end of these SER Guidelines) to determine when, during the first 5 minutes of class, the first rating should be made, and then maintain a 10-minute interval between all subsequent ratings.

Completing the ID Field

The ID field at the top of the Student Engagement Rating form should correspond exactly to that on the Classroom Activity Record for the same observation. Complete Teacher Number, School Number, Subject Number, and Observer Number blanks using the code numbers that have been supplied to observers. In the Period Number blank, indicate which of the teacher's class sections was observed. The Date should be the date the observation was made. In the Number of Students blank, the observer should record the total number of students in attendance in class during the observation. This number should include late arrivals and early departures. The number of students used for this blank should match that used for number of students on the ID field of the Classroom Activity Record and Component Rating form. In the Number of Adults blank, record the number of adults simultaneously instructing or in charge of students for any major part of the class. For example, if both the teacher and an aide or Student Teacher are interacting with, instructing, or actively monitoring students for all or part of the

class period, the Number of Adults recorded would be "2." If the teacher is in charge of the class for half of the period, however, and then leaves, and another adult is in charge of the class for the rest of the period, the Number of Adults would still be "1." In the Grade blank, record the official grade level of the class.

Describing Classroom Context

In order to provide information about the context in which the Engagement Rating was taken, the observer should note the time, code the activity of the classroom, record the number of students in the classroom at the time the rating was taken, and rate the level of student success in activities prior to the rating.

Classroom Activity Code. There are 13 codes to describe classroom activities. These indicate what most of the students in the room are doing at the moment that the SER is taken and, in most cases, what the teacher is doing. They also give information about how the class is organized for instruction. For example, Codes 1, 2, 8, 10, and 6 describe whole-class, teacher-led activities; Codes 3 and 4 indicate that students are working independently; and Codes 5 and 7 indicate use of group work. Activities 9, 11, 12, and 13 may assume a variety of organizational patterns (or none). The JMIS Activity Codes are described below. They are identical to the codes used in the JMIS Classroom Activity Record.

Code No.	Explanation
1	Content Development: Teacher presentation of content. Includes lecture, demonstration, explanation of academic content. May also include some questioning or comments from students, but the main function of this activity is informing students, introducing new material, or reviewing previously introduced material. Students engaged in this activity should be counted in the On-task Academic categories.
2	Content Development: Recitation/Discussion. Includes questioning of students by the teacher. The function of this activity is to provide students practice of skills or review of material. This category might also include short written tasks, as when teachers ask students to work one problem at their desks to assess understanding during a content development activity. To be included in "Recitation/Discussion" written tasks or other seatwork must last less than 3 minutes. This code could also include a content oriented game or board work actively involving most of the class. Students engaged in this activity should be counted in the On-task, Academic categories.
3	Individual Seatwork. Students are working at desks individually. This code includes warm-up activities that are content-centered. Brief directions for seatwork or short teacher interruptions of seatwork to explain or clarify directions should be left in seatwork time unless they last more than 1 minute. If during a content development activity the teacher assigns a written task, the written task should be coded as "Seatwork" if it lasts 3 minutes or longer. Students engaged in the activity should be counted in the On-task, Academic categories.
4	Tests. Anything called a test, quiz, readiness test, or assessment. Students work independently. Students engaged in this activity should be counted in the On-task, Academic categories.
5	Pairs or Group Seatwork. Group projects, experiments, small group tasks. Teacher circulates or monitors from desk. Student engaged in this activity should be counted in the On-task, Academic categories.

Code No.	Explanation
6	Student Presentation. One or several students present to the class for more than 1 minute. The presentation is planned ahead of time rather than in response to a direct teacher question as in recitation. Students engaged in this activity should be counted in the On-task, Academic categories.
7	Small Group Instruction. Teacher works with a group of students (three or more) for more than 1 minute while the rest of the class is in seatwork. This category takes priority over all others, e.g., don't code seatwork for the other students during this period. Students engaged in this activity should be counted in the On-task, Academic categories.
8	Procedural/Behavioral Presentation. The teacher presents or reviews classroom procedures or rules. This code should be used any time the teacher institutes and explains classroom procedures or rules governing student behavior. It should also be used when the teacher gives the class extensive feedback on their behavior, or discusses problems relating to student behavior in class, or students' following of classroom procedures. Students engaged in this activity should be counted in the On-task, Procedural categories.
9	Procedural/Administrative Routines. This code can include roll call, announcements, opening or closing routines (unless academic content is involved), giving directions for assignments (if over 1 minute), discussions of grades, distributing graded papers, recording grades in class, and changing seating. These activities must involve most of the students. For example, if roll call or distributing graded papers involves only the teacher and one or two students, while most of the students are doing seatwork, the "Individual Seatwork" code (3) should be used. Students engaged in this category should be counted in the On-task, Procedural categories.
10	Checking. Going over homework problems, a quiz, or assignment for the purpose of checking/grading it in class. Little or no teacher explanation or review is entailed. The teacher or students announce answers or write them on the board or overhead transparency. Students engaged in this category should be counted in the On-task, Procedural categories.

Code No.	Explanation
11	Transitions. Activities entailed in changing from one activity to another. Includes getting supplies, passing papers, waiting for everyone to get ready, quiet, or find the place. Activity codes for "Transitions" should not be noted in the Classroom Activity Record when the transition lasts less than 1 minute. Students engaged in this activity should be counted in the On-task, Procedural categories.
12	Non-academic Activity. Games, discussions, TV, not related to content of the class. Students engaged in this activity should be counted in the Off-task, sanctioned category.
13	Dead Time. Two-thirds or more of the class have no assigned task; students are just waiting. Students falling into this category should be counted in the Dead Time category.

Degree of Student Success. Each time a Student Engagement Rating is made, the observer should also make an assessment of the level of student success in academic activities during the interval preceding the SER. If there have been no academic activities during the interval (e.g., most of the class has been engaged only in procedural activities, dead time, or non-academic games) do not rate success. Draw a big X (corner to corner) in the Success Rating blank.

The Success Rating is an estimate of the extent to which students are able to perform the work required of them. At best it is a high-inference measure based on whatever aspects of student work or work-related behavior can be observed. During seatwork, look for signs of confusion or frustration, failure to be engaged in the task at all, or frequent requests for help. During teacher presentations, judge success by students' responses to questions, appropriateness of student questions or comments, or any signs of ability or inability to understand the material. If there has been very little evidence about

student success (no overt indication for over half the students) in the interval before an SER, the observer should give an estimate but circle the number to indicate s/he has little confidence in the rating.

By "success" we mean a student performs or works at acceptable levels, without encountering frequent failure. An occasional error or misunderstanding should not be considered as evidence for a lack of success. If a student does not engage in a seatwork assignment at all, assume no success for him/her.

5 = Very high; all students are at least moderately successful.

4 = High; most students are successful; one or two may not be able to perform the task.

3 = Moderate success levels. Three or four do not appear to be performing successfully.

2 = Fair success levels. More than four -- up to one-half of the class -- are unsuccessful.

1 = Low success levels. More than one-half of the class cannot do the task.

If the activity is continued through more than one SER, the rating of success should pertain to student performance during the time since the previous SER.

Number in Class at Time. This should be the total number of students who are in the room and could therefore be considered in the Student Engagement Rating. This may differ from the number of students attending class that day because students may be out of the room at the time of the rating. The number noted here should be the total noted in eight categories of student engagement for that rating.

Categories of Student Engagement

Definitely On-task, Academic. Students classified in this category are working on an academic assignment or receiving an academic presentation, and are very clearly paying attention to the task. That is, the observer is very confident that they are actually engaged in the academic activity in which the teacher is expecting them to be engaged. In order to be considered academic in nature, the students must be reviewing old information or receiving new information from the teacher about skills involved in reading, writing, spelling, grammar, math, science, social studies, etc., or some set of facts involved in these or other areas, or they must be using such skills or facts in completing an assignment. This category does not include instructions from the teacher about activities which are preparatory to beginning an academic task, or necessary for completing an academic task, such as those described under the two categories of "On-task, Procedural," below. It does include activities after assignments which are related to academic skills -- reading library books, playing math games, etc.

Probably On-task, Academic. Students falling in this category are supposed to be working on an academic assignment or attending to an academic presentation, but cannot confidently be said to be attending; however, they are not definitely off-task either. Students falling in this category might be sitting at their seats with work in front of them, but are looking up at the wall or out the window at the time the rating is taken. The student might be thinking about the task, s/he might be resting momentarily before returning to work, or s/he might be daydreaming.

Definitely On-task, Procedural. Students classified in this category are clearly engaged in some procedural activity which is preparatory to beginning an academic activity, or is necessary for finishing it. Such activities include moving through transitions, handing back papers, sharpening pencils, getting out new materials or putting away used materials, turning in work, putting headings on paper, collecting books from other students, finding one's place in a textbook, and listening to the teacher give an assignment when this does not involve the teacher actually presenting academic information. (For example, listening to the teacher explain that "Your math assignment is to do all of the problems on pages 72 and 73," would be On-task, Procedural, but listening to the teacher say, "The way to add fractions is . . . ," would be On-task, Academic.) Sometimes procedural tasks involve the entire class (e.g., putting a heading on a paper for a test) and sometimes an individual will be doing something alone which can be considered procedural (such as turning in a paper). It also includes opening and closing routines and class procedures such as passing out school forms, checking papers (with no content review), recording grades, collecting money from students, or any other procedure initiated by the teacher for the sake of getting something done.

Probably On-task, Procedural. Students classified here are those whom you think are probably engaged in some procedural activity, but who are not clearly doing so. However, they are not obviously off-task or misbehaving. An example would be a student walking across the room; you suspect that he is going to some shelves to pick up some materials, but it is not absolutely clear to you whether he is doing this or just wandering around. The same category would apply to someone who is

waiting near the teacher's desk, and you suspect that the wait is part of continuing some academic activity, but you are not absolutely sure.

Off-task, Sanctioned. Students are classified here when, at the time of the rating, they are involved in some activity that is not academic or procedural in nature, but which is allowed in the classroom. Typically, this involves non-academic games, going to the bathroom, social discussions which are clearly permitted, and going to and from the wastebasket.

Off-task, Unsanctioned. Students are classified in this category when they are not attending to a presentation, when they are not engaging in seatwork, or when they are not doing what they are supposed to be doing. It is not essential that the teacher correct the students for them to be classified here. The definition of unsanctioned behaviors depends on the rules each teacher has established for his or her class, and, therefore, what is unsanctioned in one room may not be unsanctioned in another. Typically, however, behaviors which would be classified here would be: talking to one's neighbor when this is not allowed, cheating on a test, playing around in a disruptive manner instead of working, being out of one's seat when this is not allowed, grooming, writing notes, daydreaming, reading inappropriate materials, and visual wandering.

Dead Time. Students are classified here when the observer realizes that there is nothing specific which students are supposed to be doing and when they are not engaging in unsanctioned behavior. This would include students who are waiting for a transition as part of the whole class and students who have finished all of their assigned work and who have not been given anything else to do.

Can't See. If there are students in the classroom who cannot be seen by the observer, they should be included in this category. This would include students working behind dividers and any student whose back is to the observer when it is necessary to see the face in order to make an accurate rating. This category would not include students who were out of the room at the time the rating was taken, because these students are not counted in the "Number in Class at Time" for that particular rating.

Activity Codes

1 Content Development: Teacher presentation of content.

2 Content Development: Recitation/Discussion.

3 Individual Seatwork.

4 Tests.

5 Pairs or Group Seatwork.

6 Student Presentation.

7 Small Group Instruction.

8 Procedural/Behavioral Presentation.

9 Procedural/Administrative Routines.

10 Checking.

11 Transition.

12 Non-academic Activity.

13 Dead Time.

Success Ratings

5 Very high; all students are at least moderately successful

4 High; most students are successful; one or two may not be able to perform the task

3 Moderate success levels. Three or four do not appear to be performing successfully

2 Fair success levels. More than four -- up to one-half of the class -- are unsuccessful

1 Low success levels. More than one-half of the class cannot do the task

Random Number Sequence

4	2	6	6	3	5	4	2	4	5	5	5	4	6	2	6	4	3
4	6	3	3	4	6	5	2	4	2	3	4	5	6	2	3	2	2
5	3	3	5	3	6	6	5	2	6	2	3	4	4	5	2	5	4

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STUDENT ENGAGEMENT RATINGS

Teacher #_____ Period #_____ School #_____ Subject #_____ Date_____

# of SS_____ # Adults_____ Grade_____ Observer #_____

	1	2	3	4
Time				
Activity Code				
Success Rating				
# in room				
# def. on, acad.				
# prob. on, acad.				
# def. on, proc.				
# prob. on, proc.				
# off, sanc.				
# off, unsanc.				
# dead time				
# can't see				

	5	6	7	8
Time				
Activity Code				
Success Rating				
# in room				
# def. on, acad.				
# prob. on, acad.				
# def. on, proc.				
# prob. on, proc.				
# off, sanc.				
# off, unsanc.				
# dead time				
# can't see				

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GUIDELINES FOR USING JMIS COMPONENT RATINGS

The Component Ratings provide numerical estimates of a wide variety of behavior, characteristics, and activities related to the organization and management of classroom behavior and instruction. The system is meant to provide a comprehensive numerical profile of a classroom, in order to supplement other measures of classroom behavior, including the low-inference measures (Student Engagement Ratings) and Classroom Activity Records.

The ratings are made on 5-point scales. Usually, these scales are defined as follows:

5 The behavior is exhibited frequently or the description is highly characteristic of the teacher.

4 The behavior is exhibited often or the description is mostly characteristic of the teacher.

3 The behavior occurs occasionally or the description is somewhat characteristic of the teacher.

2 The behavior is exhibited rarely or the description is not very characteristic of the teacher.

1 The behavior never occurs or is not at all characteristic.

A few of the Component Ratings have differently defined scale points. These variables are marked with an asterisk on the rating form; the definitions of their scale points are included in the description of the variable.

How to Use the Scales

At the end of an observation period, the observer uses the Component Rating form to summarize his/her judgment on each of the variables. All scales must be rated, except for 1i, 3c, and 9d and the set of teacher reactions to disruptive behavior when disruptive behavior has not occurred. Make your rating of each scale independently: The fact that a teacher is rated high or low on some scale does not mean that will be true for another scale. Also, let your judgment be based upon events you observed that day, not the impression you have formed from prior observations.

Descriptions of JMIS Component Ratings

1. Instructional Management

1a. Describes objectives clearly. Has the teacher indicated the purpose of the lesson(s) or what the students are to learn during the lesson? Look for indications of this in materials given to the students, written on the board or overhead projector, and listen for it when the teacher is introducing or summing up the lesson. It should be clear what the students are expected to know or to be able to do as a result of participation in the lessons.

1b. Uses a variety of materials. During a lesson or activity a teacher may use numerous media and materials, or may restrict the activities to a single set of materials. Generally, the minimum set of materials that will be used will be workbook, textbook, or ditto handout accompanied by verbal teacher explanation and the blackboard or overhead projector presentation. Other materials or media include movie projectors, tape recorders, audio cassettes, manipulative materials, games, and supplementary reading materials, as well as teacher-made or pupil-made materials. Rate a 1 if the minimum set of materials is characteristic of most lessons. Rate a 5 if the teacher incorporates a variety of materials throughout the class period, and rate a midpoint if some variety is evident, but only in some lessons or parts of a lesson.

1c. Materials are ready and available in sufficient quantity. Rate a 5 if all materials and equipment are ready for use on all occasions during an observation. Rate a 1 if materials are a significant source of problems in the class; e.g., the teacher continuously runs out of materials, spends a lot of time hunting them up and/or getting them into pupil hands, or ditto sheets are too faint to be legible, equipment cannot be used because bulbs, batteries, or extension cords are missing, etc.

1d. Clear directions for assignments or activities. Indication of clear directions can be found in step-by-step instructions given verbally by the teacher and repeated by the students, and written instructions either on the blackboard, overhead projector, or in handout form. Also, an indication of clear directions can be obtained by the ease with which students begin their use of the materials, student confusion, and repeated directions issued by the teacher.

1e. Waits for attention. Does the teacher begin giving directions or instruction only when students are ready, quiet, and attending? Or does s/he start talking while students are still engaged in other tasks getting supplies out, talking to their neighbors, etc.? A high rating on this category indicates the teacher secures attention of all students before giving instructions or explanations to the class.

1f. Encourages analysis, builds reasoning skills. The teacher's questions and/or assignments encourage analysis and reflection by the students (understanding as well as memorization). The teacher asks students to explain or justify their conclusions, or to give reasons or background information. The teacher explains why s/he engages in certain activities, and seeks adequate information before forming conclusions.

1g. Assignments or activities for different students. The degree to which the teacher allowed for individual differences in aptitudes or interests in required or optional assignments. Rate a 1 if all pupils were required to do the same thing; a 2 if there is some provision for differences, e.g., optional extra work or choice in the topic of an assignment; 3 if there is moderate differentiation in assignments, e.g., students are allowed to choose the activity on which they work after completing a basic assignment, or most students work on the same basic assignment and a few (one to three) students have different assignments; a 4 if there is considerable provision for differences, e.g., individual and group projects for many of the students; and a 5 if there is great attention to differences, e.g., extensive use of contracts for assignments, or individualized activities.

1h. Appropriate pacing of lessons. Lessons and activities proceed neither too quickly nor too slowly for most of the students in the class. The teacher avoids spending too much time on one aspect of the lesson and hurrying through the rest. Once a lesson begins or an assignment is made and students are engaged, lessons proceed apace without frequent interruptions, false starts, or backtracking.

1i. Clear explanations and presentations of content. Instruction is presented in a coherent sequence; adequate examples are provided; skills, when taught, are appropriately demonstrated. The teacher relates information to different ability levels as needed, uses a variety of approaches if the content is not initially comprehended, uses appropriate

vocabulary. Clear, precise language is used. If no content is explained or presented during the period, draw a line through all numbers of this scale.

1j. Monitors student understanding. The teacher actively seeks information about student comprehension during content development or seatwork activities. Look for frequent questions by teacher during class presentations and for techniques for obtaining feedback from many children, such as quick drills, patterned turns, or show-of-hands with correct answers. The teacher circulates widely during seatwork, checking student work. Student assignments are frequently returned with indications that the teacher has reviewed them.

1k. Consistently enforces work standards. The teacher's expectations for quality of student work, with respect to both performance and effort, are clearly conveyed to or understood by the students. The teacher does not routinely accept performance or effort below the set standard. Poor quality work may be refused or returned for re-doing or completion. Deadlines for completing work are not ignored or routinely extended. All students are expected to work up to their capacity; the teacher does not give up on or ignore one student or a subgroup of the class.

2. Room Arrangement

2a. Suitable traffic patterns. The teacher and students are able to move about the room easily, without interrupting each other's work. Lanes to the doorway, pencil sharpener, and major work and group areas are open. Needed materials and supplies are accessible. The teacher can get to each student for private contacts.

2b. Degree of visibility. The student desks/chairs and work areas and any place the teacher spends much time (e.g., teacher's desk, overhead projector, small group work area) are placed so that a clear line of sight is available. The teacher can see all of the students; the students can see the teacher and relevant instructional displays during whole class instruction.

3. Procedures

3a. Efficient administrative routines. These routines include attendance checks, money collection, tardies, or other record keeping, and teacher desk and file maintenance. The teacher has routines which minimize

their intrusion into instructional time. The desk and file area are arranged neatly enough to avoid lost materials, time, or records.

3b. Appropriate general procedures. General procedures include those for coming-and-going from the room, seating arrangements, using materials and supplies, and when the teacher leaves the room. Also included are rules or procedures governing the level of noise during different activities, movement around the room, transitions from one activity to another, and student response or question signals (e.g., hands raised). Rate a 5 only if adequate procedures are present in all relevant observable areas. Rate a 3 if inefficient or poor procedures are evident in a few key areas. Rate a 1 if many areas have no procedures and/or the procedures are not appropriate (i.e., don't work, cause confusion or lost time).

3c. Efficient small group procedures. These include coming-and-going from the group area, obtaining or bringing needed materials, handling come-ups and other interruptions, procedures for students not in the group with the teacher, and student response or question signals. (Draw a line through scale if small groups are not used.)

3d. Suitable routines for assigning, checking, and collecting work. Assignments are given clearly; procedures for communicating and maintaining a record of assignments and for handling previously absent students are established. Checking routines (exchanging papers, how to mark correct or incorrect answers) are appropriate. Procedures for collecting and returning daily work are established and efficient.

3e. Efficient opening and closing routines. The class follows established routines for beginning and ending the period in an orderly manner. Opening or closing activities often used include: short academic review activities (warmups), readying pencils, heading papers, writing in journals, recording the day's assignments, straightening desks, returning supplies, and tidying the room (at the end of the period), announcements and reminders from the teacher. Rate a 1 if no opening and closing routines seem to have been planned and used (the period begins and ends with confusion or wasted time); rate a 5 if opening and closing routines are well established and the beginning and end of the class period proceed smoothly and efficiently.

4. Meeting Student Concerns

*4a. Student success. By "success" we mean a student performs or works at acceptable levels, without encountering frequent failure. An occasional error or misunderstanding should not be considered as evidence for a lack of success. If a student does not engage in a seatwork assignment at all, assume no success for him/her.

5 Very high; all students are at least moderately successful.

4 High; most students are successful; one or two may not be able to perform the task.

3 Moderate success levels. Three or four do not appear to be performing successfully.

2 Fair success levels. More than four --up to one-half of the class-- are unsuccessful.

1 Low success levels. More than one-half of the class cannot do the task.

4b. Student aggression. The extent of verbal and physical abuse of students by other students. This includes name-calling, sarcasm, pushing, hostility, hitting, etc., whether or not it is observed by the teacher. Do not count reciprocated, playful behavior.

4c. Attention spans considered in lesson design. Activities are paced so that students do not sit inactive (as in seatwork) for long periods of time. Also, note the use of occasional rest breaks and variations in teaching style to arouse interest or attention.

4d. Activities related to student interest and background. Evidence of this characteristic can be displayed in interaction by the teacher when s/he makes reference to relationships between content being studied and aspects of the students' lives or interests. Other relevant information may be obtained from bulletin boards, materials used by the teacher, or lessons in which pupil interests are clearly taken into account, such as activities in which pupils describe parents' occupations, trips they have taken, etc. Another instance of this type of behavior is when the teacher presents contributions of different groups of people, when members of those groups are present in the class.

5. Managing Pupil Behavior

*5a. Restrictions on student discretionary behaviors. To what extent can students engage in discretionary behaviors (at times other than during teacher presentations) without requesting permission from the teacher? Discretionary behaviors include aspects of personal conduct that are neither intrinsically disruptive nor essential to instructional activities: movement out of seat, pencil sharpening, talking to peers, use of time after completion of assigned work.

5 Students must ask permission before leaving seats for any reason or speaking to anyone. Few aspects of personal conduct are left to students' discretion.

3 Students may get out of seats, talk to peers or to teacher, and choose activities without permission of the teacher during certain times or within clearly defined limits.

1 Very few restrictions on student discretionary behaviors. Except during teacher presentations, students may talk, move out of seat, choose activities freely as long as they do assigned work and respect rights of others.

*5b. Rewards appropriate performance. Appropriate performance means actual student accomplishment. Rewards can include nonperfunctory teacher praise, approval, recognition, displays of good work, privileges, tokens, check marks, pats-on-the-back, etc.

Use the following scale:

1 None or very few conspicuous rewards, little praise.

3 Moderate use of rewards: Some praise, some display of student work, stickers on papers, moderate use of extra privileges.

5 Very frequent use of rewards: Much posting of student work, extravagent praise, frequent use of extra privileges, tokens, concrete rewards, star charts or other public recognition.

5c. Signals appropriate behavior. This class of behavior refers to any activities, both verbal and otherwise, which the teacher uses to let students know that they should begin behaving in a particular manner. Some typical signals include using a bell to signal time to begin an activity, lights on or lights off, a sign with Stop and Go to control movement or noise level. Teachers also may move to a certain place in the room. Verbal statements which orient the students toward behaving in a particular

mode are also signals. Examples of these include such phrases as: "Does everyone have his thinking cap on?" or "Let's have all eyes up front." However, orders or commands to pay attention directed at inattentive students will not be considered signals or cues for appropriate behavior. The present category is reserved for signals which have been taught to the class and which are designed to elicit orienting responses without singling out individuals in any obvious manner.

5d. Consistency in managing behavior. How predictable is the teacher's response to appropriate and inappropriate behavior? What is the degree to which the teacher maintains an unvarying response pattern? Rate a 1 if the teacher is highly inconsistent. The teacher frequently allows a behavior on one occasion and then disapproves of it at another time. The teacher often allows deviations from rules and established procedures. Rate a 2 for moderate inconsistency. Rate a 3 if there is some inconsistency, perhaps limited to a single area, e.g., call-outs. Rate a 4 if the teacher is usually consistent, with only an occasional variation from rules and procedures of a minor nature. Rate a 5 if the teacher is highly consistent. Approved behavior remains constant across tasks, unless provided for by rules and procedures.

5e. Effective monitoring. The degree to which the teacher is aware of the behavior in the classroom. This skill requires visual scanning and alertness; the teacher avoids becoming engrossed in an activity with a single student or group of students, or fixated in one area of the room. The teacher sees misbehavior when it occurs, rather than detecting a problem only after it has escalated into a highly visible incident.

6. Disruptive Student Behavior

*6a. Amount of disruption. On this scale you are to estimate the amount of disruptive behavior that occurs in the classroom. "Disruptive behavior" refers to any pupil behavior that interferes with instructional, attentional, or work activities of the teacher or two or more other students. Excluded from this definition are inattentive behaviors and behaviors that involve only one or two other students, such as one student whispering to another, writing notes, or goofing off. However, if the behavior elicits the attention, although not necessarily the involvement, of numerous other students, then it would be classified as disruptive behavior. A 5 rating would be obtained if such behavior occurs with a high degree of fre-

quency. Use a 5 to note a situation which is habitual and is a constant problem for the teacher and other students. A 4 would indicate frequent occurrences of such behavior (e.g., once every 10 minutes). A mid-range rating would be obtained if such behaviors occur with moderate frequency, such as several on the average per hour, occasionally moderately or severely disruptive. A rating of 2 would indicate one or two instances per hour, almost always mild. A rating of 1 would indicate the complete absence of any such incidents. Note that "disruptive behavior" does not have to be as extreme as a knife fight. Rather, it is any behavior that distracts or interferes with two or more students attending to their work or the lesson.

*6b. Source of disruptive behavior. How many students are involved in creating disruptions in the class? Rate a 1 if a single pupil is the source, a 2 if two pupils are the source, a 3 when several pupils are the source, and a 4 when many (but not half the class) are the source and there is no particular pattern. Rate a 5 when half the class or more is involved. If there was no disruptive behavior, mark a line through the set of numbers for 6b through 6h.

6c. Disruption stops quickly. The behavior is terminated without involving additional students or without continuous interruption to the activities in the lesson. There is a rapid return to normality.

6d. Cites rules or procedures. The teacher calls students' attention to proper behavior, as indicated by posted or previously explained rules and/or procedures.

6e. Non-verbal contact. The teacher stops or attempts to stop disruptive behavior by moving closer to the offender, by eye contact, by touching, holding, or other physical contact, or by using a non-verbal signal, such as pointing, gesturing, or signalling.

6f. Desist statement. The teacher calls a student's name and/or tells the student(s) to stop the behavior, with or without explanation.

6g. Criticism. Teacher criticizes or demeans student.

6h. Penalty. Uses penalties in response to misbehavior. Penalties include detention, demerits or checks (when these lead to a penalty), fines, writing sentences, withholding privileges (e.g., being last to leave the room, losing "quiet talking" permission, losing library or other privileges).

6i. Ignores. The teacher makes no attempt to terminate the disruptive behavior. S/he may watch the students, but takes no action; or the teacher may look away. The observer should be reasonably certain that the teacher has seen the disruptive behavior.

7. Inappropriate Behavior

7a. Amount of inappropriate behavior. "Inappropriate behavior" means all types of nondisruptive behavior that are contrary to stated or implied classroom rules or procedures. We will exclude "disruptive behavior," because that is already covered.

Some common types of inappropriate behavior might include talking out-of-turn (call-outs), whispering to neighbors, passing notes, being out of one's seat, reading or working on an inappropriate task, tardy entry to class, failure to complete work, not following established procedures, gum chewing, or goofing off. Of course, any of the preceding may be disruptive under some circumstances; but we want to estimate the frequency of nondisruptive inappropriate behaviors that occur, and the teacher's reactions to them. Use the usual scale.

*7b. Source. How many students exhibit inappropriate behavior more than occasionally?

1 One student
2 Two students
3 Several students
4 Many (but not half) of the students
5 Half or more of the students

7c. Inappropriate behavior stops quickly. (See 6c.)

7d. Cites rules or procedures. (See 6d.)

7e. Non-verbal contact. (See 6e.)

7f. Desist statement. (See 6f.)

7g. Criticism. (See 6g.)

7h. Penalty. (See 6h.)

7i. Ignores. (See 6i.)

8. Classroom Climate

8a. Conveys value of curriculum. Teacher emphasizes value, usefulness, importance of knowledge and skills of the curriculum. Teacher conveys interest, excitement.

8b. Students are task oriented. Task orientation of students refers to the extent to which students appear to accept the importance of or necessity for doing assigned work. Rate a 5 if students support and demonstrate enthusiasm for assignments and activities, seem eager to participate. Rate a 3 if students appear to be accepting and willing, but not enthusiastic. Rate a 1 if students show resistance, complain, and/or avoid engaging in assigned tasks.

8c. Relaxed, pleasant atmosphere. The teacher and students seem to get along nicely. There is an absence of friction, tension, or antagonism; behavior is friendly and courteous. The teacher and children obviously like each other.

9. Miscellaneous

9a. Distracting mannerisms. A distracting mannerism is some gesture, vocal quality, or behavior of the teacher that causes the students to be distracted from some aspects of the lesson. The observer will have to judge whether the behavior is distracting to the children and whether it continues to be distracting after a period of time.

*9b. Listening skills. This refers to the attending behaviors of the teacher when a student has been given permission to talk to him/her. High ratings in this category indicate that the teacher exhibits listening behaviors that communicate attention, acceptance, and encouragement. These behaviors include eye contact; appropriate verbal statements or questions ("Can you tell me more?" or "You seem upset." or "Why?"); gestures (nodding) or physical orientation to the student; and appropriate silence (not interrupting or cutting off the student).

*9c. Externally imposed interruptions. An interruption is an event that intrudes into the classroom environment and distracts the class and the teacher from their task. These include calls from the office, P.A. announcements, visitors, late-arriving students, and loud hallway noises. Estimate the average number per hour during the observation.

9d. Managing interruptions. Given that one or more interruptions occurred, the teacher has a procedure or otherwise handles the interruption so as to minimize its interference with instruction. During the interruption, the students are well-behaved, continuing with their work, if appropriate, or else waiting quietly for the interruption to end.

*9e. Avoidance behavior during seatwork. Extent of persistent work avoidance behavior by students during seatwork activities. If class period includes no seatwork activity, draw a line through the scale points for this rating.

5 Half or more of the class frequently or persistently avoids engagement.

4 From five to one-half of the students frequently avoid seatwork engagement.

3 Three or four students avoid seatwork engagement.

2 One or two students avoid seatwork engagement.

1 No avoidance. All students engage in seatwork.

*9f. Participation in discussion/recitation. Extent of student participation and overt response in whole class or small group discussions/recitations/content development. Participation may be volunteered or called for by the teacher.

5 Most students participate (all but one or two).

4 A majority of students participate (two-thirds plus).

3 One-half participates (to two-thirds).

2 Fewer than half the students participate.

1 Participation by only a few (one to three) students.

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JMIS COMPONENT RATINGS

Teacher #____ Period #____ School #____ Subject #____ Date_____

# of Students ____ # of Adults ____ Grade ___ Observer #___

1. Instructional Management

5 4 3 2 1 a. Describes objectives clearly

5 4 3 2 1 b. Variety of materials

5 4 3 2 1 c. Materials are ready

5 4 3 2 1 d. Clear directions

5 4 3 2 1 e. Waits for attention

5 4 3 2 1 f. Encourages analysis, builds reasoning skills

5 4 3 2 1 g. Assignments or activities for different students

5 4 3 2 1 h. Appropriate pacing of lesson

5 4 3 2 1 i. Clear explanations and presentations

5 4 3 2 1 j. Monitors student understanding

5 4 3 2 1 k. Consistently enforces work standards

2. Room Arrangement

5 4 3 2 1 a. Suitable traffic patterns

5 4 3 2 1 b. Degree of visibility

3. Rules and Procedures

5 4 3 2 1 a. Efficient administrative routines

5 4 3 2 1 b. Appropriate general procedures

5 4 3 2 1 c. Efficient small group procedures

5 4 3 2 1 d. Suitable routines for assigning, checking, and collecting work

5 4 3 2 1 e. Efficient opening and closing routines

4. Meeting Student Concerns

5 4 3 2 1 *a. Student success

5 4 3 2 1 b. Student aggression

5 4 3 2 1 c. Attention spans considered in lesson

5 4 3 2 1 d. Activities related to student interests or backgrounds

5. Managing Pupil Behavior

5 4 3 2 1 *a. Restrictions on student discretionary behaviors

5 4 3 2 1 *b. Rewards appropriate performance

5 4 3 2 1 c. Signals appropriate behavior

5 4 3 2 1 d. Consistency in managing behavior

5 4 3 2 1 e. Effective monitoring

6. Disruptive Pupil Behavior

5 4 3 2 1 *a. Amount of disruption

5 4 3 2 1 *b. Source of disruption

5 4 3 2 1 c. Stops quickly

5 4 3 2 1 d. Cites rules or procedures

5 4 3 2 1 e. Non-verbal contact

5 4 3 2 1 f. Desist statement

5 4 3 2 1 g. Criticism

5 4 3 2 1 h. Penalty

5 4 3 2 1 i. Ignores

JMIS COMPONENT RATINGS (CON'T)

Teacher #____ Period #_____ School #_____ Subject #_____ Date_____

# of Students ____ # of Adults ____ Grade ___ Observer #___

7. Inappropriate Student Behavior

5 3 2 1 *a. Amount

5 4 3 2 1 *b. Source

5 4 3 2 1 c. Stops quickly

5 4 3 2 1 d. Cites rules or procedures

5 4 3 2 1 e. Non-verbal contact

5 4 3 2 1 f. Desist statement

5 4 3 2 1 g. Criticism

5 4 3 2 1 h. Penalty

5 4 3 2 1 i. Ignores

8. Classroom Climate

5 4 3 2 1 a. Conveys value of curriculum

5 4 3 2 1 b. Students are task oriented

5 4 3 2 1 c. Relaxed, pleasant atmosphere

9. Miscellaneous

5 4 3 2 1 a. Distracting mannerisms

5 4 3 2 1 b. Listening skills

4 3 2 1 0 *c. Externally imposed interruptions

5 4 3 2 1 d. Manages interruptions

5 4 3 2 1 *e. Avoidance behavior during seatwork

5 4 3 2 1 *f. Participation in discussion/recitation

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ADDENDUM TO JMIS COMPONENT RATINGS

First Days of School

Teacher #_____ Period #_____ School #____ Subject #____ Date_____

# of SS_____ # Adults_____ Grade_____ Observer #____ Page___of___

5 4 3 2 1 1 Teacher presents, reviews, or discusses classroom rules or procedures.

5--Very thorough presentation of classroom rules and procedures. Half or more than half of observed class period is devoted to presentation, review, reteaching, practice, and/or feedback.

4--Thorough presentation; less than half of observed class period taken up with teaching of rules and procedures.

3--Moderate amount of attention given to presentation of rules and procedures. Some aspects of expected classroom behavior are discussed or reviewed; teacher provides feedback or reviews.

2--Small amount of attention given to teaching rules and procedures. Presentation, review, or feedback provided for only one or two aspects of expected classroom behavior.

1--No presentation, review, reteaching, feedback, reminders, or teacher-led discussion of rules and procedures.

5 4 3 2 1 2. Presentation of rules, procedures, and penalties is clear. (Draw a line through scale if rating for 1 above is 1.)

5--Teacher's expectations are clearly and specifically presented; terms are defined; no signs of student confusion are noted.

1--Presentation is vague, inadequate; terms are not defined; students appear to be confused or improvise their own rules and procedures.

5 4 3 2 1 3. Presentation includes explanation of rationale for rules and procedures. (Draw a line through scale if rating for 1 above is 1.

5--Teacher presents or elicits from students a discussion of reasons for rules and procedures. Teacher's rationales are meaningful to students.

1--No rationales are discussed.

ADDENDUM TO JMIS COMPONENT RATINGS (CONT'D)

First Days of School

Teacher #_____ Period #_____ School #_____ Subject #_____ Date_____

# of SS_____ # Adults_____ Grade_____ Observer #_____ Page___of___

5 4 3 2 1 4. Presentation of rules and procedures includes rehearsal or practice. (Draw a line through scale if rating for 1 above is 1.)

5--Teacher includes appropriate student rehearsal or guided practice of routines, procedures, and responses to cues as part of his/her presentation.

1--No rehearsal or practice is used for even the most complex procedures.

5 4 3 2 1 5. Teacher provides feedback and review. (This scale must be rated.)

5--Teacher gives prompt, accurate information to the class and to individuals about how well they do in practicing or using procedures in the first days.

1--Inaccurate feedback or none given to most students about their performance of procedures or following of rules.

5 4 3 2 1 6. Teacher stays in charge of all students, avoiding long involvement with individuals or small groups and absence from the room. (Must be rated.)

5--Statement is very characteristic of the teacher in the first days of school.

1--Statement is not characteristic; teacher leaves most or all of the class without close supervision and leadership several times during observation.

APPENDIX F

Narrative Analysis Form

Narrative Analysis Form

The narrative analysis form on the following pages is an example of the type of analysis procedure which will be applied to the Classroom Activity Records (CARs) in the JMIS. Using a variation of the form presented here, a reader will work with a set of narratives (for example, all narratives for a teacher for one class in Weeks 1 through 8). The reader will study the narratives, making notes for each scale or item. After suitable study, the reader will make an assessment of each item. Further comments about areas not covered by the items can be added to the form for later consideration.

Teacher_____

CMIS Narrative Analysis Form

Reader_____

Dates (From)_____
(To)_____

No. of_____
Observations

After reading a set of narratives for a CMIS teacher, complete the following ratings, making notes and comments in the spaces provided to substantiate your ratings. You may wish to jot down comments and notes as you read, then rate and add comments as needed when you complete the whole set.

Unless a special scale is given with a particular variable, use the scale below in making all your ratings:

5 Description is highly characteristic of the teacher or class in this set of narratives

4 Description is characteristic of the teacher or class in this set of narratives

3 Description somewhat or occasionally characterizes the teacher or class

2 Description is not very characteristic of the teacher or class in this set of narratives

1 Description is never or not at all characteristic of the teacher in this set of narratives

---

5 4 3 2 1 (1) During the first week of school, room is orderly, well organized. Materials and props are readily available and in place. Describe any problems.

5 4 3 2 1 (2) During the first week of school, student nametags (or desk labels) are used effectively and appropriately. Describe use.

5 4 3 2 1 (3) Accurate understanding of students' knowledge and skills; students' problems with the curriculum are anticipated. (Note teacher explanations: are they complete, appropriate in vocabulary and level of complexity? Do they prevent possible difficulties for all subgroups of children in the class?)

5 4 3 2 1 (4) A procedure has been established for what students are to do upon entering the classroom. (This may be a regular procedure or something specific planned in advance; or the teacher may announce what they are to do as they enter.)

5 4 3 2 1 *(5) Regular academic feedback to SS (not including oral feedback to individual student responses). Describe kind of feedback.

*Scale:
5 Most students receive academic feedback in each major academic activity
4 Most students receive academic feedback in almost all major academic activities
3 Most students receive academic feedback in several academic areas
2 Most students receive academic feedback in one academic area
1 Most students receive no academic feedback in any academic area

5 4 3 2 1 (6) Earns personal credibility as behavioral authority: communicates self-confidence as an effective behavioral manager. Has virtually no student complaints, argument, or wheedling.

5 4 3 2 1 (7) Is competent in academic content areas: has command of the subject, conveys accurate academic information. (Caution: Do not confuse simplification of subject matter for young children's comprehension with actual errors or inaccuracies.)

5 4 3 2 1 (8) Work requirements are clear: due dates, form, standards of completeness, neatness, procedures for make-up work.

5 4 3 2 1 (9) Deadlines are enforced consistently; deadlines for completing work are not ignored or routinely extended. Teacher keeps track of papers turned in and papers due for each lesson.

5 4 3 2 1 (10) Consistent routines for communicating assignments to students (note regular postings, SS assignment sheets, etc.).

5 4 3 2 1 (11) Effectively monitors student progress and completion of assignments. Inspects student work while in progress, by going around the room or by having students demonstrate or display their work at various times. Collects work or evaluates assignments regularly.

5 4 3 2 1 (12) Has regular and efficient routines for turning in, checking, and returning work.

5 4 3 2 1 (13) Sufficient number and scope of workable procedures and rules for all important aspects of small group and related activities (i.e., seatwork for out-of-group students, centers and stations, transitions, materials, contacts with teacher). Note problem areas.

5 4 3 2 1 (14) Sufficient number and scope of workable procedures and rules for all important aspects of whole class activities (i.e., use of space, materials and equipment, seatwork, out-of-seat policies, beginning and ending the day, transitions, housekeeping chores). Note problem areas.

5 4 3 2 1 (15) Procedures and rules are well taught: clear presentation, review, and subsequent reminders or corrections. (Note amount of time spent on rules, procedures in first weeks.)

5 4 3 2 1 (16) Teacher rewards appropriate behavior consistently. Describe how teacher does this. (Rewards may be as subtle as teacher approval or as overt as happy faces, stickers, etc.)

5 4 3 2 1 (17) Negative consequences (penalties) are clearly defined. Describe the negative consequences.

5 4 3 2 1 (18) Teacher follows through with negative consequences consistently. Describe how the teacher follows through.

5 4 3 2 1 (19) System of consequences is appropriate, sufficient and, if applied, effective.

5 4 3 2 1 (20) Teacher ignores inappropriate behavior when ignoring is appropriate (i.e., the problem is momentary; not serious or dangerous; drawing attention to the student would interrupt the class; the student is usually well behaved; and other students are not involved).

5 4 3 2 1 (21) Teacher effectively monitors at the beginning of activities. When a new activity begins the teacher is observant of whether the students are engaging in the activity.

5 4 3 2 1 (22) Effective monitoring of transitions. Teacher supplies information or structure facilitating completion of present activity and preparation for next activity.

5 4 3 2 1 (23) When task avoidance occurs, the teacher is successful in interventions in changing student behavior from avoidance to task engagement.

5 4 3 2 1 *(24) Extent of avoidance behavior during seatwork activities.

*Scale: 5 More than five pupils frequently noted as avoiding tasks
4 Four or five pupils frequently noted as avoiding tasks

3 Two or three pupils frequently noted as avoiding tasks
2 One pupil frequently noted avoiding tasks
1 None, or just one, briefly

(Do not include just momentary daydreaming as avoidance behavior.)

5 4 3 2 1 *(25) Extent of student participation in small group or whole class discussion or recitations.

*Scale: 5 Most students participate (all but 1 or 2)
4 A majority participate (2/3 plus)
3 One half to 2/3 participate
2 Fewer than half the students participate
1 Participation by only a few (1 to 3) students

Describe the following:

(26) Teacher's establishment and maintenance of lines of communication with parents. Include, e.g., the teacher sends daily work samples home with students; T mentions parent conference(s) or calling parents; the T enables children to earn happygrams to take home; one step in the behavior system includes calling parents, etc.

(27) Ways in which the T deals with the wide range of children's abilities.

(28) Problem child/children in the class and how the T deals with them.

Teacher_____ Reader_____

Dates (From)_____ Narrative Analysis Page 6
(To)_____

For each of the following areas of concern, indicate the extent to which there are related problems in the class described by this set of narratives. Describe what the teacher has done to solve them, including establishment of corresponding rules and procedures for each.

*Scale:
5 Chronic, troublesome problems in this area during each observation

4 Frequent problems in this area

3 Sometimes troublesome problems or often minor problems

2 Occasional minor problems. Procedures in this area are for the most part adequate

1 Never any problems in this area. Class functions smoothly with respect to this area

---

5 4 3 2 1 (29) Movement of SS in classroom (including out-of-seat)

5 4 3 2 1 (30) Class verbal participation (include SS callouts, sarcasm, ridicule, etc.; individuals dominating)

5 4 3 2 1 (31) Contacting T (for help, for permission to leave, etc.; T not seeing or acknowledging students with hands up)

5 4 3 2 1 (32) Use of materials and supplies (including bringing supplies to class)

5 4 3 2 1 (33) Talk among students

5 4 3 2 1 (34) Interruptions, noise from hall or next room

Teacher_____ Reader_____

Dates (From)_____ Narrative Analysis Page 7
(To)_____

5 4 3 2 1 (35) School-wide scheduling (e.g., late buses, children entering late from other classes, etc.)

5 4 3 2 1 (36) Wide ability ranges of children

Information for Case Study Material

Mark with a (+) if this teacher's narratives present clear positive examples and with a (-) if they present clear negative examples of the following categories. If particular narratives are outstanding, list the dates of these.

____1) Use of space

____2) Classroom readiness

____3) Appropriate rules and procedures

____4) Teaching rules and procedures

____5) Appropriate positive consequences

____6) Appropriate negative consequences

____7) Following through with consequences

____8) First day of school (e.g., smooth, disorganized)

____9) Monitoring -- during seatwork, transitions, etc.

____10) Stopping inappropriate behavior

____11) Whole group instruction

____12) Dealing with problem children

____13) Use of centers and stations

____14) Small group activities

____15) Transitions

____16) Instruction for low-level students

____17) Instruction for high-level students

____18) Dealing with heterogeneity

____19) Academic feedback

____20) Enforcing due dates

____21) Instructional clarity

____22) Checking for student understanding

____23) Dealing with content (e.g., dry, exciting, over children's heads, appropriate, etc.)

____24) Fidelity to a particular case study (or studies) in CMIS manual. Indicate which: _____
_____
_____

Teacher_____ Reader_____

Dates (From)_____ Narrative Analysis Page 8
(To)_____

Academic strength or weakness in:

____Math ____Social studies

____Reading ____Science

____Language arts/spelling ____Art

____Strength or weakness in other area. Describe.